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ABSTRACT

This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. Major objectives of the second year of operation of the project were: (1) to implement, in two pilot centers in each state, an experimental guidance and counseling program for Adult Basic Education (ABE) as developed by the project in FY 1969; (2) to evaluate the effect of the guidance and counseling project on the total ABE program in the respective pilot centers; (3) to provide extensive in-service training for counselors and teachers in each of the pilot centers; (4) to encourage and assist the state ABE departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors; (5) to conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources); and (6) to publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults. The organization of this report follows the pattern of the objectives. A statement of objectives for FY 1971, the third year of the project, concludes the report. (Author/DB)

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OFFICE OF EDUCATION–REGION VI

GUIDANCE AND COUNSELING PROJECT
FOR
ADULT BASIC EDUCATION

FINAL REPORT, FY 1970

Conducted by
Extension Teaching and Field Service Bureau
Division of Extension
The University of Texas at Austin
Austin, Texas

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(As of July 1, 1970)
Arkansas, New Mexico, Louisiana, Oklahoma, Texas

JULY 1970

AC 010 409

The Evaluation of Guidance-Counseling Service in Office of Education Region VI and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

This is the fourth major report outlined in the above-named proposal. It reviews activities of the Guidance and Counseling Special Project during FY 1970 and contains a great deal of information not previously published.

This reports includes:

a. the report of the program auditor;
b. the reports of each of the five State Directors;
c. the summary of the impact of the Teacher Awareness Packet as a training device for teachers; and
d. the preliminary assessment of the new Counselor-Orientation Packet.

Once again, success of the project during the past year was due primarily to the unity of effort exerted by the State Directors, The University of Texas at Austin staff, and most importantly by the ABE teachers, counselors, and administrators who are committed to the idea that ABE students deserve and should receive guidance and counseling services.

This project is one of several funded under Section 309 of Public Law 89-750, but it is unique by virtue of being the only one that attempts to resolve the guidance and counseling needs of Adult Basic Education students.

I am pleased to be associated with this fine endeavor.

W E Barron

William E. Barron
Project Director

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Section I

Introduction

INTRODUCTION

This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. While the contents of the report are derived primarily from the past fiscal year's operation, many materials and procedures reported are tied directly to the findings of the first project year (FY 1969), in that the design of the project was developed on a long-range basis with each specific step building toward the next. This report is the fourth in a series of major publications depicting the general operation and findings of the Project.

In terms of funding, $120,000 was provided for the second year of operation for the Project. Major objectives were:

1. To implement, in two pilot centers in each state, an experimental guidance and counseling program for adult basic education as developed during the FY 1969 Guidance and Counseling Project.
2. To evaluate the effect of the guidance and counseling pilot project on the total ABE program in the respective pilot centers.
3. To provide extensive in-service training for counselors and teachers in each of the pilot centers.
4. To encourage and assist the state ABE departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors.
5. To conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources).
6. To publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults.

The organization of this report will follow the pattern established by the objectives, in that evaluative information indicating success in meeting a given objective will be presented before the next respective area is discussed. In the opinion of the participating staff, state personnel, and the private evaluator, the Project has met most, if not all, of the criteria for success established at the outset of the Project. On this basis, the Project is considered overall to have been a success.

Personnel of the five participating State Departments of Education and the five universities (Arkansas State University, Arkansas; Nicholls State College, Louisiana; Artesia College, New Mexico; Central State College, Oklahoma; and Southwest Texas State University, Texas) have been helpful and supportive in the operation of the Project. Four major areas of work were undertaken in each of the respective states. Those areas were supportive of the Project's stated objectives and were:

1. Pilot program operations.
2. Teacher training in guidance and counseling using the Teacher Awareness Package developed during the first year of the Project.
3. Utilization of the trainers developed during the first year of the Project.
4. Development and trial of a Counselor Orientation Program for counselors in ABE.

A major portion of the material developed by the Project is the result of a series of monthly reports submitted from each of the participating states. A total of seven reports were submitted by each state and included all the guidance and counseling related activities developed under the concept of the Project. The seventh and last report from each respective state served as a summary of the year-long activities undertaken. The summary reports are included in this Project report. Persons interested in the developments within a respective state or states can contact the Extension Teaching and Field Service Bureau at The University of Texas for further information.

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Section II

Final State Reports, Guidance and Counseling Project

FINAL STATE REPORTS, GUIDANCE AND COUNSELING PROJECT

As the year progressed, the value of interstate communication and information exchange became more and more apparent. The Central Project Staff was in touch with state, regional, and local ABE personnel throughout Region VI. For one thing, during the preliminary work on the Counselor Orientation Package, the staff traveled around the Region for consultation and feedback from university personnel, state department personnel, and local ABE teachers, counselors, and administrators. During these sessions, the staff picked up a lot of information, ideas, and methods which were valuable even though not directly related to development of the package. This information was passed on by word of mouth and by letters and memoranda to people in other states. As a result, the Central Project Staff became in the truest sense a communication channel for facilitating exchange of information. People in one state would write in regarding some problem, and the staff would send them information pertaining to some other area's approach to solving the same type of problem. Similarly, the staff would provide names, addresses, and telephone numbers so that people with the same interests, programs, or problems could communicate directly with each other.

This information exchange was heightened in January, 1970, with publication of the first "30-day report," recounting each state's activities during the preceding month. Thereafter, states submitted information every 30 days for inclusion in a combined five-state report. This information was compiled by the Central Project Staff and disseminated throughout Region VI with a covering memorandum. The compilations were not formal reports; rather, they were informally written notes of activities, successes, and failures in various programs throughout the Region—particularly in the large and small pilot centers. The sixth edition of the "30-day report" was issued in June, covering activities in May. For the last report, state personnel were asked to send in a "wrap-up" report covering the more significant activities within their states for the year. These reports, with supporting appendices, are presented below by state.

ARKANSAS

Introduction

At the beginning of this year a plan of "Proposed Activities for 1969-1970" was submitted to The University of Texas. As the year comes to a close, and in assessing these proposed plans, we find that some have been carried out as written, others have been added to, a few additional activities were performed, and still others were forgotten altogether. Following is a very brief summary of some of the things that we have attempted in Arkansas. We realize now, in looking back, that probably more could have been done and, also, some of the things we did could have been improved. We feel that the year's activities have been meaningful for the most part and that as a result of efforts by The University of Texas, the other states of Region VI, and the involved people of Arkansas, we are now offering an expanded and more efficient Adult Basic Education program to the people of our state.

Pilot Centers

A cluster of schools in northeast Arkansas served as our small pilot program. These schools were Westside, Jonesboro, Newport, Greene County Tech, Knobel, and Piggott. There were 92 students enrolled, three supervisors, two head teachers, one supervisor-counselor, seven teachers, and four counselors involved. Original plans had been for the small pilot to be located at Newport. The program at Newport was much smaller than anticipated, so the other schools were added to give us sufficient numbers in the small pilots.

The Little Rock Vocational School was designated as our large pilot program. This involved approximately 350 students, nine part-time teachers, five full-time teachers, one full-time supervisor, and one part-time counselor.

In-Service Training in Pilot Centers

Large Pilot

Fifteen people attended all or a part of 16 hours of in-service training at the Little Rock Adult Vocational School. The training was conducted by Mrs. Martha Nelsen, ABE supervisor for Little Rock. Mrs. Nelsen has served as staff associate from Arkansas in the teacher-trainer institute in Austin, 1969.

The training consisted of the "Teacher Awareness Package" as developed in the 1968-1969 Guidance and Counseling Project.

Reaction to the training was very favorable, and it is felt that each participant did benefit from the involvement.

Small Pilot

Dr. Alvin McRaven, University Consultant for the project, conducted four training sessions for personnel in the small pilots. Thirteen participants attended all or some part of the training. The training consisted of part of the awareness package and was added to by Dr. McRaven with areas in motivation, the adult in the world of work, psychological and educational assessment, the teacher as an adult personnel worker, and evaluation of in-service program.

Research and Data Gathering

This area consisted primarily of administering the biographical data forms. These forms were administered in the large and small pilots and in the Forrest City program as the nonpilot. Test data were available in the large pilot.

Area Workshops

Six one-day workshops were conducted within the state. The first of these workshops was held on November 15, 1969, and the last on January 24, 1970. Sites of the workshops were Ozark, Cotton Plant, Arkadelphia, Little Rock, Pine Bluff, and Newport. Approximately 360 participants attended these sessions.

Teacher trainers from the 1969 Austin Institute were utilized to conduct this training.

In a pre-workshop planning meeting it was decided that parts of the awareness package would be used. The following areas in order of priority were presented:

1. Awareness of Human Needs, Part I
2. Emotional Needs of Adults
3. Domestic Problems–Dropouts
4. Education, Parts A & B

Typical schedule for the workshops was:

9:00–9:30–Registration
9:30–10:00–Greetings, Introduction to Package
10:00–11:45–Groups
11:45–12:45–Lunch
12:45–2:15–Groups
2:15–2:30–Break
2:30–3:15–Groups
3:15–3:45–General Session, Wrap-up, Local Problem Discussion

Utilization of Other Personnel

Graduate Student

Mr. Foy Fuller, graduate student at Arkansas State University, was employed to work in the program. Mr. Fuller's main activity was centered around the collection of data.

University Consultant

Dr. Alvin McRaven, professor of education and counselor educator at Arkansas State University, has served as consultant to this program for the past two years. The advice and guidance of Dr. McRaven have been invaluable to our program in Arkansas. He has conducted in-service training, served as workshop consultant, published an article on Adult Basic Education, and has been involved in the planning and executing of all activities related to the guidance and counseling project.

Guidance Consultant

Mr. Jim Paul Franks, Supervisor of Guidance Services for the Arkansas State Department of Education, has served as our guidance services consultant for the past two years. Due to Mr. Franks' work load in his own department, we have been reluctant to call on him as much as we could have this year. Mr. Franks has served as well, in the limited time available, as workshop consultant and in the planning of activities related to this project.

Workshop Directors:

In each of our area one-day workshops, a local director for the workshop was selected. Duties of the local workshop directors consisted of the following:

1. Coordinate workshop.
2. Arrange for dates, facilities, media needed.
3. Present introduction to guidance and counseling package, or appoint one of his teacher trainers to do so.
4. Preside over final session of workshop.
5. Meet with teacher trainers on the day of the workshop for final instructions.
6. Print program, designate group assignments, supply name tags, any material needed, etc.
7. Arrange for local administrator to give greetings to workshop.
8. Arrange local publicity.
9. Keep state office informed on developments of planning.
10. Keep accurate record of those attending.

Doyle Duckett served as director for the workshop in Ozark. Mr. Duckett is Assistant Director of the Arkansas Valley Vocational-Technical School and also serves as local supervisor of ABE classes held through the vocational school.

J. C. Babbs served as director of the workshop at Cotton Plant. Mr. Babbs has been involved in local supervision of ABE for the past several years. He attended the 1969 Austin Institute and also serves as a teacher trainer.

William T. Keaton served as director of the workshop in Arkadelphia, Mr. Keaton is assistant principal of Arkadelphia

High School, has been a local ABE supervisor, and is also one of our teacher trainers.

Martha Nelsen served as director of the Little Rock workshop. Mrs. Nelsen is the only full-time local ABE supervisor in the state. She is also a teacher trainer.

Buddy Lyle served as director of the Pine Bluff workshop. Mr. Lyle is State Supervisor of Adult Education.

Doyle Burke served as director of the Newport workshop. Mr. Burke is curriculum coordinator for Newport Public Schools and has worked closely with adult education.

Teacher Trainers

Each area workshop was assigned the number of teacher trainers according to the anticipated enrollment of the workshop. We started with the idea of one teacher trainer assigned to each group in the workshop but soon learned that the groups operated much better if two trainers were assigned to each group. The following people, all participants in the Austin Institute, served as teacher trainers: Roy Smith, Fayetteville; Millard Hullender, Waldron; E. T. Shuffield, Fayetteville; E. E. Norman, Forrest City; George Meekin, Stuttgart; Martha Nelsen, Little Rock; William T. Keaton, Arkadelphia; J. C. Babbs, Cotton Plant.

Workshop Consultants

For each of our area workshops, we tried to provide consultants who could work with the groups and offer suggestions and direction in discussions as they progressed. Consultants worked in the following workshops:

Ozark–Mrs. Mattie Harrison, Oklahoma State Department; Mr. Bobby Boyet, Louisiana State Department

Cotton Plant–Dr. Alvin McRaven, Arkansas State University

Arkadelphia–Dr. Alvin McRaven, Arkansas State University; Mr. Jim Paul Franks, Arkansas State Department of Education

Pine Bluff–Dr. Dolph Camp, USOE (retired)

Newport–Dr. Dolph Camp, USOE (retired); Dr. Alvin McRaven, Arkansas State University

ABE Counselors

In addition to counselors working in our pilot programs, we have had approximately 30 counselors working on a part-time basis in other programs. These are all certified counselors. In talking with these counselors it has been found that duties and identification of role have varied widely. We are in hopes that the results of the project this past year will give assistance in this area.

Other Personnel

Mr. Luther H. Black, State Director of Adult Education, has lent his support to this project for the entire year; his guidance and assistance have been well received and an asset to the program.

Mr. J. Benton Allen, State Supervisor of Adult Education; Mr. James Wise, Little Rock Public Schools; and Mr. Glen McCalman, ABE counselor for the large pilot, were involved in presenting the package in some of the workshops.

Mr. William T. Keaton not only served as a workshop director and teacher trainer, but also, acting in the capacity of State President of the Arkansas Adult Education Association, was a tremendous help in carrying out our program this year.

Counselor Survey

Nine of our ABE counselors were asked to complete a counselor report. These reports were designed to gather pertinent information regarding functions and activities of the counselor for the past year.

The nine programs represented in the sample consist of approximately 600 students. After the reports were received, information was compiled. The results are reflected in the following information.

Compiled Annual Reports From Nine ABE Counselors

Interviews	*No.*
Individual interviews	556
Vocational problems	127

Educational problems	216
Emotional problems	112
Social problems	73
Other	28
Average length of interview	30 minutes
Who referred the counselors	ABE teacher Self-referral Fellow student ABE supervisor Office staff
No. of initial interviews	211

Group Guidance Attempted With Enrollees

1. Topic: Self-concept and behavior–dealt with the question, "Who Am I?" Aspects of this question dealt with friendliness, impression which one makes upon others, and human relations in general.
2. Counselor attempted guidance in a "formal setting" only four times. These seemed very successful. Counselors only regret, that the attempts were made so late in school year. Two of these sessions were with beginner ABE students, one with intermediate, and one with an advanced group. Response was good in all groups. Counselor believes that regularly scheduled group guidance sessions could be valuable.

Testing

No. tested: 368

Test, inventory, or survey used:

1. California Achievement
2. Metropolitan Achievement
3. ABLE
4. Iowa Test of Basic Skills
5. Otis Gamma
6. SCAT Series 3
7. Short Test of Educational Ability
8. Test of Education Ability
9. WAIS

10. WRAT
11. SRA Multilevel Achievement
12. PPVT

Referrals (made by the counselor)

No. referred: 71

Referral Agencies: Area Vo-Tech School
County School Supervisor
Employment Security
Family Service
Physician
Psychiatrist
Welfare
State Rehabilitation
Adult High School

Follow-up

No. contacts of dropouts: 52
No. contacts of absentees: 133

Other Activities Pertinent to the Adult Counseling Program:

1. Due to the fact that the ABE classes cover 1,400 square miles, I usually talk to the classes as a whole, have a question period, and then if anyone has anything in particular he wants to talk about, I talk to him individually. It is difficult, due to the distance I have to travel, to spend as much time with the classes as I would like to. Since one class meets on Tuesday night instead of Thursday, I get in three visits some weeks. Test results indicate that some of the students who started three years ago will be promoted to the general course this coming fall. Plans are being made to start a recruiting campaign early for more ABE students this fall.
2. The total enrollment consists of NYC workers. The majority of these do not have the ability or desire to continue education or training. One girl expressed a desire to return to high school, but decided she did not want this at the present.

3. The only other activity was trying to get folders and forms filled out on each student. For this year we had many new faces that we did not have last year.
4. Participated in two district workshops. Participated in planning session with representatives from Region VI of Dallas to plan counselor's packet. Participated in planning session with Regional leaders at Jonesboro.
5. This is our first time to have an adult counseling program; therefore, our activities are small. Other than individual conferences and tests we have nothing else.
6. In the testing program we did a pretest and a posttest using ABLE in both tests. During breaktime we enjoyed a social period with the student in the lounge and discussed any subject that came up.

LOUISIANA

Introduction

Louisiana's Adult Education Program continues to expand in an effort to meet the needs of adult enrollees. Approximately four years of concentrated effort among the Department of Education, colleges, local school systems, and special projects has culminated in providing us with statistical information proving the worth of guidance and counseling in our adult education program.

Since the first pilot project in Acadia Parish, through the special pilot projects in Lafourche, Rapides, and Evangeline parishes, data have been gathered regarding the effectiveness of the utilization of teachers as counselors in the adult education program. As will be noted in this report, the greatest contributions made deal with the ability of adults to obtain and hold their jobs, retain their children in school, and participate in local, state, and national activities.

Many additional local school systems are eager to involve guidance and counseling procedures with their adult education program. It is anticipated that as time and funds become available, greater strides will be made in this field. The guidance and services provided to the enrollee of this program have certainly made it a more realistic program in terms of helping the adult achieve his objective. It is hoped that an expansion of these services can be offered in the very near future.

The statistical, narrative, and recommendation data in this report were obtained from the teachers and counselors of the two parishes' pilot projects, and teachers of additional parishes conducting guidance and counseling with their ABE students.

The two parishes selected for the specific pilot projects were Lafourche and Rapides. Evangeline Parish also participated with several teachers performing guidance and counseling services, and also two teachers each in East Feliciana and Tangipahoa parishes.

Description of Pilot Projects

The two parishes selected by the State Superintendent of Public Schools, Dr. William J. Dodd, as requested by The University of Texas officials in connection with the Region VI Guidance and Counseling Pilot Project were Lafourche and Rapides.

Agreements between the local superintendents of the two parishes and the State Assistant Superintendent of Public Education were drawn up and signed for the conduct of the projects.

The Lafourche Parish project was conducted with nine ABE classes in seven different schools (communities). The two schools farthest apart were 60 miles.

Eight ABE teachers and one high school counselor conducted guidance and counseling among 154 ABE students in nine classes. The classes were conducted in six rural schools and one semi-urban locality.

The Rapides Parish project was conducted in the Rapides Parish School Board Skill Center in Alexandria, Louisiana, with eleven teachers and one high school counselor trained to carry on the guidance and counseling functions of the project.

Eight of the eleven teachers and the counselor participated. The other three teachers did not participate. Reasons as follows:

1. "Unable to participate because of lack of time." GBF
2. "Did not participate because of own recent entry into teaching ABE students." EMF
3. "The type of students in my class do not fit into the categories listed on the inventory. No one has requested any special conference. Their time, in most cases, is very limited; just getting to class poses a problem, so extra time allotted for conferences is most impossible." EE

All the classes were conducted in one building—the Skill Center—in an urban locality.

Guidance and counseling projects were conducted in three additional parishes to give the study a broader range of experiences and increased validity.

The additional parishes are Evangeline with seven of the ABE teachers participating; East Feliciana and Tangipahoa each with two teachers participating.

Teacher's Statistical Report,
Lafourche Parish

1.	Number ABE students enrolled:	Men	69
		Women	85
2.	Percent ABE students participated:	Men	44.8%
		Women	55.2%
3.	Total number students participating		154
4.	Student average age		35.5
5.	Average grade level at beginning of school year		5.9
6.	Average grade level at end of school year		8.0
7.	Average number grades achieved per 100 hours of instruction this year		1.7
8.	Percent dropouts		20.7%
9.	Average number hours attended		126
10.	Number of program objectives per students		1.08
11.	Percent of objectives totally achieved		50%
12.	Percent of objectives partially achieved		50%
13.	Percent students self-employed other than housewives before guidance and counseling services		omitted
14.	Percent of students employed by an employer before guidance and counseling services		omitted
15.	Percent of students who became employed because of guidance and counseling services		15.5%

16. Percent of students who obtained job improvement because of guidance and counseling services		10%
17. Percent of students enrolled in vocational training school before guidance and counseling services were given		10%
18. Percent students enrolled in vocational training school because of guidance and counseling services		10.3%
19. Percent students who, because of guidance and counseling services, improved in at least one of the following areas:	Educational	50%
	Employment	12%
	Family	24%
	Home	30%
	Health	27%
20. Percent of students who collected reading volumes for their home library		53%
21. Number of volumes collected by all students		307
22. Percent of students visited at home by teachers		48%
23. Percent students on welfare roll before guidance and counseling services		1.6%
24. Percent students removing themselves from welfare rolls because of guidance and counseling		0
25. Percent students registered to vote before guidance and counseling		omitted

26. Percent students registered because of guidance and counseling omitted

27. Percent students participating in community affairs because of guidance and counseling given omitted

28. Percent of student referrals to: agencies, organizations, and/or individuals omitted

29. Teacher evaluations of the feasibility of a guidance and counseling program for adults: omitted

a.

very high	75%	very low	0
high	25%	low	0

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.
(See page 45.)

Teacher's Statistical Report,
Rapides Parish

1. Number ABE students enrolled	Men	33
	Women	70
2. Percent ABE students participated	Men	7%
	Women	93%
3. Total number students participating		37
4. Student age range (percent)	18-24	17%
	25-34	13%
	35-44	4%
	45-54	2%
	55-64	1%
	65-over	0%
5. Grade level at beginning of school year	*Level*	*Percent*
	0-3	2.7
	4-6	27.0
	7-8	70.3
6. Grade level at end of school year	*Level*	*Percent*
	0-3	0
	4-6	10.8
	7-8	16.2
	Graduate	59

7.	Average number grades achieved per 100 hours of instruction this year		1.5
8.	Average number hours of attendance		100
9.	Student dropouts from each group	*Level*	*Percent*
		0-3	3.6
		4-6	0
		7-8	10.4
10.	Number of program objectives per student		2
11.	Percent of objectives totally achieved		48%
12.	Percent of objectives partially achieved		52%
13.	Percent students self-employed other than housewives before guidance and counseling services		2.7%
14.	Percent of students employed by an employer before guidance and counseling services		13.5%
15.	Percent of students who became employed because of guidance and counseling services		21%
16.	Percent of students who obtained job improvement because of guidance and counseling services		13.5%
17.	Percent of students enrolled in vocational training school before guidance and counseling services were given		0
18.	Percent students enrolled in vocational training school because of guidance and counseling services		2.7%

19. Percent students who, because of guidance and counseling services, improved in at least one of the following areas:	
Educational	90%
Employment	26%
Family	60%
Home	20%
Health	40%
20. Percent of students who collected reading volumes for their home library	78%
21. Number of volumes collected by all students	226
22. Percent of students visited at home by teachers	20%
23. Percent students on welfare roll before guidance and counseling services	30%
24. Percent students removing themselves from welfare rolls because of guidance and counseling	0
25. Percent students registered to vote before guidance and counseling	43%
26. Percent students registered because of guidance and counseling	27%
27. Percent students participating in community affairs because of guidance and counseling given	26%
28. Percent of student referrals to: agencies, organizations, and/or individuals.	21%

29. Teacher evaluations of the feasibility of guidance and counseling program for adults: (evaluation percentages)

a.	very high	14% (one)	low	0
	high	72%	very low	14% (one)

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.
(See page 45.)

Summary of Counselor's Statistical Report From Pilot Centers

1. Number ABE students enrolled	Men	21
	Women	25
2. Percent ABE students participated	Men	46.6%
	Women	53.4%
3. Total number students participating		41
4. Student age range (percent)	18-24	34%
	25-34	41%
	35-44	24%
	45-54	1%
	55-64	0
	65-over	0
5. Grade level at beginning of school year	*Level*	*Percent*
	0-3	7
	4-6	18
	7-8	75
6. Grade level at end of school year	*Level*	*Percent*
	0-3	2
	4-6	12
	7-8	27
	Graduate	39

7.	Average number grades achieved per 100 hours of instruction this year		1.5
8.	Average number hours of attendance		160
9.	Student dropouts from each group	*Level*	*Percent*
		0-3	5
		4-6	0
		7-8	15
10.	Number of program objectives per student		3
11.	Percent of objectives totally achieved		37%
12.	Percent of objectives partially achieved		46%
13.	Percent students self-employed other than housewives before guidance and counseling services		1%
14.	Percent of students employed by an employer before guidance and counseling services		56%
15.	Percent of students who became employed because of guidance and counseling services		1%
16.	Percent of students who obtained job improvement because of guidance and counseling services		7.3%
17.	Percent of students enrolled in vocational training school before guidance and counseling services were given		0
18.	Percent students enrolled in vocational training school because of guidance and counseling services		1%

19. Percent students who, because of guidance and counseling services, improved in at least one of the following areas:		
	Educational	100%
	Employment	7.3%
	Family	78%
	Home	24%
	Health	41%
20. Percent of students who collected reading volumes for their home library		63%
21. Number of volumes collected by all students		64
22. Percent of students visited at home by teachers		32%
23. Percent students on welfare roll before guidance and counseling services		2%
24. Percent students removing themselves from welfare rolls because of guidance and counseling		0
25. Percent students registered to vote before guidance and counseling		63%
26. Percent students registered because of guidance and counseling		5%
27. Percent students participating in community affairs because of guidance and counseling given		10%
28. Percent of referrals to: agencies, organizations, and/or individuals.		15%

29. Counselor evaluations of the feasibility of a guidance and counseling program for adults: (evaluation percentages)

a.

very high	50%	low	0
high	50%	very low	0

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.
(See page 45.)

Teacher's Statistical Report, Evangeline Parish

1. Number ABE students enrolled	Men	53
	Women	95
2. Percent ABE students participated	Men	36%
	Women	62%
3. Total number students participating		98
4. Student age range (percent)	18-24	13%
	25-34	32%
	35-44	21%
	45-54	21%
	55-64	9%
	65-over	2%
5. Grade level at beginning of school year	*Level*	*Percent*
	0-3	30
	4-6	36
	7-8	32
6. Grade level at end of school year	*Level*	*Percent*
	0-3	22
	4-6	23
	7-8	25
	Graduate	18

7. Average number grades achieved per 100 hours of instruction this year		.75
8. Average number hours of attendance		102
9. Student dropouts from each group	*Level*	*Percent*
	0-3	11
	4-6	9
	7-8	8
10. Number of program objectives per student		3
11. Percent of objectives totally achieved		57%
12. Percent of objectives partially achieved		50%
13. Percent students self-employed other than housewives before guidance and counseling services		17%
14. Percent of students employed by an employer before guidance and counseling services		57%
15. Percent of students who became employed because of guidance and counseling services		8%
16. Percent of students who obtained job improvement because of guidance and counseling services		1%
17. Percent of students enrolled in vocational training school before guidance and counseling services were given		1%
18. Percent of students enrolled in vocational training school because of guidance and counseling services		1%

19.	Percent students who, because of guidance and counseling services, improved in at least one of the following areas:	Educational	82%
		Employment	38%
		Family	62%
		Home	83%
		Health	57%
20.	Percent of students who collected reading volumes for their home library		68%
21.	Number of volumes collected by all students		279
22.	Percent of students visited at home by teachers		93%
23.	Percent students on welfare roll before guidance and counseling services		16%
24.	Percent students removing themselves from welfare rolls because of guidance and counseling		1%
25.	Percent students registered to vote before guidance and counseling		100%
26.	Percent students registered because of guidance and counseling		0
27.	Percent students participating in community affairs because of guidance and counseling given		47%
28.	Percent of student referrals to: agencies, organizations, and/or individuals		26%

29. Teacher evaluations of the feasibility of a guidance and counseling program for adults: (evaluation percentages)

a.

very high	50%	low	0
high	50%	very low	0

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.
(See page 45.)

Teacher's Statistical Report, East Feliciana and Tangipahoa Parishes

1. Number ABE students enrolled	Men	13
	Women	54
2. Percent ABE students participated	Men	15%
	Women	85%
3. Total number students participating		50
4. Student age range (percent)	18-24	24%
	25-34	24%
	35-44	26%
	45-54	8%
	55-64	18%
	65-over	0
5. Grade level at beginning of school year	*Level*	*Percent*
	0-3	24
	4-6	26
	7-8	50
6. Grade level at end of school year	*Level*	*Percent*
	0-3	12
	4-6	16
	7-8	66
	Graduate	6

7.	Average number grades achieved per 100 hours of instruction this year		1.0
8.	Average number hours of attendance		98
9.	Student dropouts from each level	*Level*	*Percent*
		0-3	2
		4-6	12
		7-8	8
10.	Number of program objectives per student		5
11.	Percent of objectives totally achieved		61%
12.	Percent of objectives partially achieved		52%
13.	Percent students self-employed other than housewives before guidance and counseling services		0
14.	Percent of students employed by an employer before guidance and counseling services		90%
15.	Percent of students who became employed because of guidance and counseling services		10%
16.	Percent of students who obtained job improvement because of guidance and counseling services		8%
17.	Percent of students enrolled in vocational training school before guidance and counseling services were given		0
18.	Percent students enrolled in vocational training school because of guidance and counseling services		4%

19. Percent students who, because of guidance and counseling services, improved in at least one of the following areas:		
	Educational	90%
	Employment	10%
	Family	80%
	Home	88%
	Health	66%
20. Percent of students who collected reading volumes for their home library		90%
21. Number of students visited at home by teachers		237
22. Percent of students visited at home by teachers		100%
23. Percent students on welfare roll before guidance and counseling services		12%
24. Percent students removing themselves from welfare rolls because of guidance and counseling		2%
25. Percent students registered to vote before guidance and counseling		74%
26. Percent students registered because of guidance and counseling		22%
27. Percent students participating in community affairs because of guidance and counseling given		42%
28. Percent of student referrals to: agencies, organizations, and/or individuals		16%

29. Teacher evaluations of the feasibility of a guidance and counseling program for adults: (evaluation percentages)

a.	very high	75%	low	0
	high	25%	very low	0

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.

Combined Teachers' Narrative Report

1. "By visiting the homes, most students felt that I was interested in their welfare. In most cases I was warmly received and was able to determine some of the needs of the students.

   "The home visits enabled the student to feel more relaxed when he returned to class. By feeling relaxed, the student achieved more of the objectives that had been formulated for him."

2. "Home visitations are beneficial in some respects, as better rapport may be achieved between the counselor and counselee. However, home visitations of female counselees seems in some instances to be a personal affront to the counselee's spouse, presenting an otherwise uncomfortable atmosphere which acts as an inhibiting factor in accomplishing objectives set forth mutually by the counselor and counselee. Comparatively, home visitations with day students' parents is an entirely different matter from home visitations with adult students."

3. "From my point of view, the adult counseling and guidance program is very successful in accomplishing a number of things. Our dropout rate has been reduced appreciably because of this innovation. We are made

more aware of our students' personal problems, therefore are in a better position to aid them."

4. "This program had a slow start, but is now very much accepted by all of the adults attending. I do hope the guidance and counseling program is continued indefinitely."

5. "Even the Act 252 adult students have shown a deep interest and would like to enter the program.

6. "Home visitations are very informative and rewarding."

7. "I have found the relation of the guidance and counseling activities to instructional procedures and teaching materials are in common. I found that guidance and counseling along with instruction go together. I have had many telephone conversations with students who did not understand classroom instruction. Good counseling and student-teacher relationship caused many students to stay in school rather than being a dropout. I have not meddled in personal affairs, but I have given advice that was well accepted and as a result learning took place. I have invited one student to attend church with me and can definitely see changes that would have never occurred. Guidance and counseling can be very helpful to instruction, if an instructor will take every opportunity to use it."

8. "It was observed that the guidance and counseling procedures can usually be effectively fitted into the present teaching procedures at the Rapides Parish School Board Skill Center. The close rapport that can be established because of the continual association with the same group of people lends itself to continual guidance and counseling toward educational goals, group problems, social problems and injustices, honesty and dealing with dishonesty. At times it was difficult to do any visiting in the homes, as the majority of the students are very suspicious of any advances outside the classroom or Skill Center proper. They are much easier to reach using

the Skill Center as a base. Those students who are more secure don't seem to mind a casual visit for a talk. It can be costly in trust to advance into an area that the student obviously wishes to remain closed or private.

"It has been found that in small counseling groups, that some students enjoy sharing experiences and problems with class friends and the teacher.

"Accepting the student as he is, a person of worth, and letting him know you are truly interested in him and his progress does more to set him on his way educationally and emotionally and to make him a valued member of society."

9. "The utilization of materials available for career—vocational guidance is the key to success with the employed students and students looking for gainful employment.

   "The low teacher pupil ratio possible through combined efforts of the Skill Center for a program of ability grouping and departmentalization gives the teacher-pupil relationship the proper setting for guidance."

10. "Teaching the foreign born students is quite a challenge in that I learn as they learn. Their prime concern is in speaking and writing English and becoming an American citizen.

    "The guidance program can be most effective in encouraging these particular students to participate.

    "The guidance given was one of friendliness and encouragement. This particular person was lonely, far from home, overworked, and underpaid.

    "I went to her home and took her to my apartment where we could visit and have refreshments. After the visit she seemed more at ease and gave up the idea of moving to Florida."

11. "In group discussions, the students willingly talked about why they left school, giving the following reasons:

3	To get married
3	To help support the family
2	Thought they knew it all
2	Not doing well in school

"Reasons for returning to school were discussed. All expressed a desire to get a high school education. The advantages of finishing were discussed. The disadvantages of not getting a high school education were also discussed at length. The other goals for re-entering the program were:

8	Better employment
1	Physical therapist
2	Nurse or nurse aide
1	Office worker

"During the counseling session an attempt was made to help the students realize that each is competing with himself—he could go as far as he chooses. The group session helped to support the student's confidence in his ability to learn and succeed.

"Personality was discussed as were personal problems in general.

"How to become involved in local activities—the students had many good ideas for improvement."

12. "The Guidance Program can be very effective in encouraging the students to continue in Adult Education. The primary goal of the students I have been associated with in Adult Education is scholastic improvement and a high school certificate. At the skill center much of the above information was not pertinent to my job. The guidance I gave was primarily friendliness and encouragement. This seems to be the greatest need of the student; someone to give them encouragement and self-confidence when they run into a problem.

    "I was contacted by students several times about how to work problems and during the conversations I gave guidance. One younger student's mother even called and we discussed the student's problems and how he could be helped. Several discussions were after school in the parking lot."

13. "Guidance and counseling is the nucleus of a student's activity and should be designed to relate to his needs.

"The matter of presentation was to get through to the student, in the best possible way that he understands, the material that would be more meaningful to him. Group interaction was evidenced when they discussed problems common to all of them. They are now working on a common interest project that is progressively developing. Individual problems were dealt with on an individual basis.

"The material offered opportunities for the student to see his own worth, a need to further his formal training, and choose a vocation for himself. Everything taught to an adult should be meaningful. He realizes time is an important element, and the need for his training is far-reaching. He needs help and direction. This is where the counselor can help him.

"Our society demands that we erase as much illiteracy as possible. The school is the only institution that has accepted this responsibility. This region has a lot of adults who need help. They have many problems and they need help. The guidance and counseling services are geared to helping people solve problems. To further this service would help improve these adults. He needs help in finding himself and helping himself afterward. I also feel that the persons responsible for this program are pushing in every way possible to enhance this program."

14. "The guidance and counseling help students to be able to see the value of having a better education and the possibility of being prepared for a good paying job when the opportunity presents itself. Because of the future outlook that the ABE students have of improving their condition, they put forth every possible effort to improve their class work.

"The younger ABE students realize through experience and observation that to be able to compete for the better positions, one must have more education."

15. "The guidance and counseling activities are a great impetus to the instructional effort. As a result of guidance, the teacher is more aware of the student. This puts him in a unique position for planning his instructions around the needs of the student.

    "Unfortunately, observations and findings from home visitations prove that our teaching materials are geared to some of the most basic needs of our students. This doesn't mean that materials presently used aren't serving their purpose—they are. I do feel, however, that they need to be supplemented with more practical materials that explain the processes involved in everyday living. This, I believe, will result in greater motivations for our students."

16. "This program has great advantages in teaching related materials in the class because the teacher has an opportunity to relate directly to the student and help with problems. The student has an opportunity to develop various aspects of learning and discussion."

17. "As I conclude this year of teaching adults I am made to realize the vast improvement which can be effected through professional guidance and counseling among illiterate, indigent, and low cultured groups if a teacher can adjust her attitudes into what could well be termed a "missionary" manner. The major factor involved is the huge gap felt between those lower cultural groups and the more cultured. It is imperative that the instructor first establish a workable relationship. Many adults are merely grown-up children who quickly show antagonism toward all who are better educated. This barrier can be removed by what appears to be a mere social visit. Many problems which have been hidden will usually surface when friendliness is apparent.

    "Perhaps the most outstanding achievement of my year's work was with an unmarried young lady 27 years of age. This lady lives in one of the most illiterate sections of our parish. All her relatives are dropouts. They rarely attended public school. Somehow because of some outstanding afflictions and illnesses they managed to evade visits of the parish visiting supervisor.

"This young lady entered my classes in the low second grade. She said her chief desire was to learn to read and write. During this year she achieved fourth grade level; has collected several volumes for her library; advertised and sold the pigs she was raising through the market bulletin. She is extremely elated over her progress and is working to get other members of her family and her friends to enroll in adult classes.

"The white adult students in my classes showed no interest in filling out the questionnaires. I felt that they created a feeling that the program was intruding into their personal affairs and so I abandoned this part with them."

18. "As a result of my guidance and counseling, I observed the following:
    a. The materials used seemed to be childish to some of the students.
    b. There was a lack of motivation among most students.
    c. Most of my students felt the test was too long and difficult.
    d. Several students did not return to be tested; they refused to take it a second time, saying it was too long and they could not pass it."

19. "I think the materials that we are using are very good because you are able to find out more about your student just by talking with him.

    "Most of them dropped out of school, because they didn't think they had any need for an education. Now they think they are too old to learn. There are others who feel differently. They are looking for better jobs and the only way they can get them is to have an education. Their children need help in everyday school and they can't help them because of their education. I have two of my students who have bought homes and the others have joined an organization in their community."

20. "Many adults have previously had the attitude, that, to attend adult classes was only of benefit to the teacher.

"The guidance phase has helped many adults to change this attitude. Those counseled have in turn helped other adults to change their views toward adult classes.

"Through counseling they have a chance to express themselves, thus giving the teacher a better chance to help them become aware of the need for improvement educationally.

"Adults, especially ABE students, tend to feel that the materials used are childish, especially the reading materials for grades 1–3. However once counseled and other problems are identified, and a possible solution to alleviate such problems is discussed, students then have courage to utilize the materials. There is then an increased motivation on the part of the student.

"This program has done much to improve the relationship between the teacher and the student. It has made the teacher aware of the basic interest of the ABE student."

21. "The guidance and counseling activities were relevant to the instructional materials and highly supportive.

"The reading material, particularly in the lower grades, presented mature stories. These contained low reading levels but high interest. Independent work is stressed throughout–such activities complemented well the goals of guidance 'independence and self-understanding.'"

22. "The guidance and counseling activities help to establish a line of communication between the students and the teacher. Guidance and counseling help to build a rapport between the teacher and students, therefore, making it easier to get the instructional procedures and teaching materials over to the students."

Teachers' Recommendations

1. a. "I feel this service should continue."
   b. "More time should be given to counseling."
   c. "More professional services should be given in this area."
2. "I recommend that the program be continued, and that we have more workshops to better train ABE students in counseling and guidance.
3. "Do not ask personal questions—such as—Does your house or premises need any of the following improvements—painting, cleaning, etc."
4. "Through the year—test when desired by students. They realize they have so much to learn that they need to be reminded of their progress. A simple teacher-made test, before testing at the beginning of the year. First week—review basic fundamentals."
5. "I personally recommend its continuance and perhaps its limited use among Act 252 students."
6. "I would recommend that the ABE program for guidance and counseling be extended to the Act 252 group."
7. "I would suggest all guidance and counseling instructors make as many home visitations as possible.
8. "I would like to see a workshop for guidance and counseling instructors held in August rather than June. I would have a better opportunity to attend."
9. "I recommend the continuance of this program."
10. "The continuance of this program would insure them that we want to help them."
11. "I would like to recommend that the guidance and counseling experimental project be continued for an indefinite period. The final outcome of this project cannot be measured because of the many services the program rendered."
12. "That this program be continued; that lay counselors be given an opportunity to continue in the program."
13. "Guidance as such is most difficult to report formally. As a rule guidance takes place in an informal situation, a very casual meeting which is as it should be."
14. "The guidance program in ABE classes is needed. The experienced teacher can give invaluable service and

guidance to her students. It is to the teacher the students turn for help with problems, advice in personal matters, comfort in having someone to trust and turn to."

15. a. "I think guidance should be simply the willingness to help and encourage the student. This may occur before or after class, a casual meeting, or phone calls."
    b. "Most guidance will center around a specific problem and will branch out from this. The guidance must be administered them."
    c. "Most guidance is unstructured and therefore hard to report in a formal manner."
16. "I recommend that a type of guidance allowance be incorporated along with regular teaching as they go together and one can do more counseling under relaxed circumstances. At times they are unaware they are receiving advice and will accept it better under formal situations."
17. a. "The fact that counseling and guidance services have accomplished many things that would not have been achieved otherwise, I feel it should be offered again and on a wider scale to include all adults."
    b. "It is recommended that teachers be required to receive special training for counseling adults."
    c. "Some reference material on counseling adults be increased."
18. a. "Because of great strides that have been made in personal improvement, health, family, home society, and education, I recommend that the guidance and counseling continue."
    b. "The community as a whole is improving because these persons touch the lives of many that I do not come in contact with."
    c. "The class is able to continue because these students contact others to enroll."
19. "I feel that some guidelines in criteria for teachers to adhere to will be beneficial to the program."
20. a. "Change the test to a shorter version."
    b. "Teachers spend at least the first three days doing group guidance and counseling about the whole

program; testing, materials used, value of education, just give to the students a working knowledge of what the program is all about. I feel that this would prevent a large number of dropouts This should be done as soon as the teacher can get all of her students registered."

21. "I think I would have done a better job, if I would have put in more time on guidance and counseling instead of trying to get more students in my class."
22. "That the English, mathematics, and spelling workbooks be adult oriented."

Teachers' Evaluation of the Guidance and Counseling Teacher-Training Workshops

The following statements were given by fourteen teachers in answer to the question: *"Were the three workshops adequate to assist you to begin the activities? Give your remarks."*

1. "At first, I thought they would not be but, remembering the remarks made by some of the guest speakers, it certainly helped in my initial approach and interview with my students. Without this help, I don't believe I could have approached this type of leadership with any great deal of confidence. I am well aware of my limitations in this field, but I do feel that a closer student-teacher relationship has occurred in this program. Adult students are like any other human beings, they like to talk to someone about their education, their jobs, and their life in general, and this program gives them that chance."
2. "Yes."
3. "The workshops were very motivating, which was the greatest factor in getting started. Certainly, I was not aware of the need of such services or benefits that could be obtained from them. Information and techniques received from workshops, Experimental Study Publications, and other publications were quite sufficient for me to begin."

4. "Yes, the three workshops were adequate to begin the activities, but additional workshops in the future will be very helpful."
5. "I would say that the three workshops were adequate. However, I do feel that an annual refresher workshop would help the program to keep an even keel. Since we are new to this program and what it has to offer, I think that the people who directed the workshop were most helpful. Today I feel that I can better aid those students who have some obstacle in their journey to bettering their education."
6. "The three workshops were sufficient to begin the program, however, there are a number of details to be ironed out which I think will require future meetings."
7. "After I was on my own, I was somewhat puzzled over some of the questions asked in the questionnaire, Part II, on education: questions 4-5 a, b, c, d. Therefore, meeting together every so often to ask questions would clear all doubts. I'm not quite sure how to determine some of the answers to the Teacher's Statistical Report of 1968-69."
8. "Very much so. Particularly, in beginning the program next year."
9. "Yes, the workshops were adequate."
10. "Yes–to some degree. I would have preferred having discussed the psychological factors resulting during interviews."
11. "Yes, the workshop, I would think was a good beginning. I think I have gotten off of the ground floor. I think it is good for me as well as the students. I'm learning along with them. Most of what I know about it, I learned at the workshop. All the persons at the workshop were wonderful. I am working on their ideas. I think it would be fair to say that it was very good for me, considering I had no former experience in guidance and counseling."
12. "The workshops were of great importance in assisting me in getting ready for counseling. They served as a springboard. The information gained in the workshops from the supervisor, Mr. Couvillion, the consultants, and films made a tremendous difference in the way I would

have begun counseling, and the attitude I would have taken. In short, I probably would have assumed too much. Through this method of counseling, I have discovered many simple things that they need to know. I am not an expert, or a professional, but I believe more time should be given to workshops. The information received is invaluable."

13. "I feel that the workshops were adequate and very informative, and as we worked with the material the more familiar we became."
14. "The three workshops were adequate for initiating the program. However, I feel that an additional workshop, focusing upon direction of the program, will be quite helpful."

Final Remarks

The Guidance and Counseling Institutes sponsored by The University of Texas have been followed up in Louisiana by nine area workshops with over 800 ABE counselors, administrators, and supervisors throughout the state in attendance. Nearly 800 were ABE teachers.

Many of the ABE teachers began putting guidance and counseling activities into practice locally after each area workshop.

A very high percentage of the teachers recommend that guidance and counseling continue to be a part of the ABE and high school Adult Education Program.

In Louisiana, it has been proven that most teachers of adults can effectively be trained to carry on some guidance and counseling services with their undereducated adults, to a satisfactory degree that warrants such a procedure to develop guidance and counseling programs in the various parishes.

The teachers of ABE students develop a unique awareness of the problems, needs, and interests of their adult students during their instructional work with the student, thereby enhancing their abilities to help these adults in a meaningful way.

A teacher might use one hour per three-hour class period for guidance and counseling when a paraprofessional is assigned to her. Otherwise, when the teacher has the time, guidance and counseling might be carried on before class or after class periods and any other times determined by the teacher for a maximum of three guidance and counseling hours per week. Not all ABE teachers can devote any time to guidance and counseling.

In-service training of teachers on the procedures of conducting a guidance and counseling program has been evaluated by the teachers who received such training as "indispensable."

Our teacher-training program, although praised very highly, can and will be improved according to teachers' recommendations.

The teacher's visiting students' homes has been evaluated very highly. It is one of the best means of developing good rapport.

Certified counselors have added depth and professional techniques in the guidance and counseling activities with the ABE students.

In-service training, conducted with teachers a week or two prior to completing statistical data for the year's work, is important.

NEW MEXICO

The plan of operation for New Mexico is still in effect.

Large Pilot

Fiscal year 1970 saw the addition of a full-time supervisor in ABE hired at Albuquerque Technical-Vocational Institute–Cleto Duran, staff associate at The University of Texas ABE Institute, 1969. Mr. Duran is the only full-time employee of ABE outside of the state office at the present time.

ABE programs under the administration and leadership of ABE personnel at T-VI expanded to neighboring communities of Belen and Los Lunas. Classes conducted by T-VI were also held at Rio Grande, Coronado, East San Jose, and Tijeras. (See Appendix E.)

Innovations included the addition of an advanced level of English as a Second Language in which typewriters were used as instructional tools. Early reports of the success of this program are quite encouraging.

T-VI also operates classes for citizenship in cooperation with the Department of Immigration and Naturalization.

All new teachers in the Albuquerque, Los Lunas, Belen, etc., ABE programs received instruction from the T-VI ABE staff in teaching adults. The "Teacher Awareness Package" was utilized for this purpose.

The U. S. Office of Education will evaluate the ABE program at T-VI this summer using government appointed graduate assistants.

T-VI, in the next fiscal year, will be funded by this office and by the New Mexico MDTA Office to establish an adult learning center. Albuquerque Concentrated Employment Program sends some of its trainees to T-VI for instruction in English as a Second Language.

The number of persons obtaining GED certificates through T-VI in 1969 was 774, which exceeds the number of graduates from any high school in Albuquerque. GED graduates ranged in age from 18 to 71 years.

Total number of students enrolled in adult basic education classes at Albuquerque T-VI has surpassed the 1,000 mark!

Graduate students from the College of Education of the University of New Mexico have been functioning as tutors in some of the ABE classes at Albuquerque T-VI.

Small Pilot

The small pilot program was held for the Las Vegas City Schools, Las Vegas, New Mexico.

Innovations in the ABE curriculum included courses in sewing and consumer education and a class for unwed mothers.

The Las Vegas ABE program appointed Mr. Mario Barela as counselor. Mario attended the New Mexico ABE Institute in 1969 and will attend the institute at The University of Texas this summer.

The program for unwed mothers was sponsored jointly by ABE and the San Miguel County Health Department and provided education during the period of pregnancy and counseling during and after.

Las Vegas ABE program utilized their video equipment as a teacher-training device. Because the program is small, teachers were able to critique themselves. Tapes were also furnished the state office to be used in teacher training.

Teacher Training

Most of the teachers in both pilots attended the summer institute held here in New Mexico this past summer and took part in the week's session devoted to the guidance and counseling package. Almost without exception, the other teachers in the pilots became acquainted with parts of the package through in-service workshops and/or workshops held by the state ABE office.

At first glance some of the above items do not fall into the realm of guidance and counseling; however, because of the awareness developed by the package, most of these things became possible:

1. Maintenance of attendance
2. Motivation of enrollment
3. Meaningful curriculum development
4. Innovative and varied teaching techniques
5. Awareness of student differences and problems

Teacher Awareness Package

The package was modified to fit the ABE programs and personnel in New Mexico. Because of its uniqueness and completeness, it has become our major instrument for instruction in this field. The majority of New Mexico ABE personnel have gone through the entire package; other teachers have benefitted from certain units of the package as problems might have developed in their local programs. Parts were used as starting points in follow-up workshops held throughout the year.

The total package will be used at our New Mexico ABE Institute this summer as the curriculum for beginning ABE teachers and counselors. Parts will also be used as refreshers for the experienced teacher and counselor.

Parts of the package were used for public relations with civic groups, for training tutors, for presentations to the staff of the state education department, and for a television program. The package in its entirety was presented to 60 paraprofessionals in a College of Santa Fe class at the New Mexico Penitentiary.

Other Activities

Funding provided the state ABE office through The University of Texas was put to good use through the employment of another professional in the state office and the purchase of part-time services of two qualified counselors.

Several curricula guides were developed in areas to be utilized by guidance counselors in adult basic education. These guides, plus the counselor kit materials being developed by The University of Texas, will form the curriculum for ABE counselors at our New Mexico State ABE Institute this summer.

Areas already developed include family living as contained in the November report, money management as contained in the January report, parent-child relations as contained in the February report, and occupations and leisure time as included in this report. Two areas yet to be completed are civic responsibility and health and safety.

Correlations were run on scores obtained on the part of the Stanford Achievement Tests and the General Educational Development Tests. Results are available in our "Handbook for GED Prep Programs in Adult Basic Education." Correlations are now being run between the Fundamental Evaluations Tests and the GED and should be available this summer.

Group guidance sessions were held with potential GED candidates to lessen anxiety. These procedures are also written up in our handbook.

The additional personnel also assisted the state ABE office in conducting local and area workshops. They have also been helpful in working with the state office, the New Mexico Penitentiary, and vocational rehabilitation in the development of a total basic education program and an adult learning center at the penitentiary. Hopefully their services will be available to conduct studies on the effectiveness of materials and equipment at the center.

OKLAHOMA

Introduction

To summarize what has been previously reported monthly on the Guidance and Counseling Special Project, I think much knowledge has been gained by participating in the project activities. There is no doubt in my mind that at least eight percent of the ABE teachers of Oklahoma now realize the drastic shortage of ABE Counselors. Counseling the ABE Adult Learner is, at this time, one of the major responsibilities of the classroom teacher.

Teacher Awareness Package

It seems the teachers are more willing to accept their responsibility since they have had the opportunity to work and become oriented to the Teacher Awareness Package either in local in-service training or in state or regional workshops. The package has been used in both pilot centers. Each center kept one kit to have handy and available at all times. Parts of the package were used during the state workshops in Oklahoma.

In the state one-day workshops, transparencies were used more than the other materials of the Awareness Package, with most discussion centering on: Awareness of Human Needs, Dropouts, Motivation, Meeting Individual Needs, and Individualized Educational Planning.

Pilot Center

William Stinnett, Director of the Large Pilot Center, and J. O. Vencill, Director of the Small Pilot Center, plus the control group, have been most cooperative through the entire program.

Biographical Data Forms

The biographical sheets were administered without any resistance from the students at either of the pilot centers. The counselors did an excellent job preparing the students for this activity.

Counselors

The reports from Mr. Vencill and Mr. Stinnett show that most counseling was done on an individual basis in educational planning and advisability of their taking the GED Test, personal problems, and employment problems. The teachers were trained in Austin to use the Teacher Awareness Package and were used in both pilot centers. Mr. McMullen in the Tulsa pilot and Mrs. Goss in the Pryor center were certainly an asset to both centers.

University Consultants

The consultants from Central State College were Dr. Edgar Petty, Dr. Dale Jordon, and Dr. Richard Mitchell. Each consultant served with sincere interest in the program.

TEXAS

Introduction

Counseling and guidance services in ABE, as defined by the survey made earlier in the year in Texas, indicate that such services are being made available to many ABE students throughout the state. As indicated, their services are labeled and designed as guidance and counseling activities and are not "spin-offs" or results of influence of other activities. However, there are more activities, such as curriculum design, materials used, and group discussions in all programs that could be labeled as guidance and counseling in its very broadest definition.

Expenditures and Budgeting

Constraints or parameters have been placed on expenditures and budgeting for counseling and guidance activities by the state agency. Unless a local program has a pilot project, only five percent of the total allocation for ABE may be used for counselors' salaries. This was done to place some control on the amount of expenditures that a district may expend on salaries. However, a district may present a plan for further use of the counselor and it will be given special consideration and probable funding.

Counseling and Training Activities

Counseling and guidance services will be increased in the state this coming year. There will be encouragement and guidance from the state agency in developing and implementing programs. There will be special training for personnel involved in counseling and guidance of ABE students. The Teacher Awareness Package developed by The University of Texas will be used to train teachers in understanding their role in meeting the needs of the ABE student.

Plans are being made now to have at least one or possibly several institutes during the 1970-71 school year for those persons responsible for the counseling and guidance activities in local ABE programs. The training package developed by The University of Texas for counselors will be used to train these people.

Plans are being made to present the Teacher Awareness Package produced by The University of Texas to the 2,000 adult education teachers in Texas. Fifty packages are being reproduced this summer and will be made available to all programs in the state. Use will be made of trained and experienced presentors in presenting the package to the teachers. Some local programs will present the package with their own inexperienced personnel. An evaluation will be made to determine the most effective method of presentation. One package will be placed into each of the twenty regional educational service centers in Texas, so that it will be available to every program.

Appendix II-G is a copy of the results of the survey that was made of local ABE programs in Texas.

APPENDICES TO

SECTION II

APPENDIX II-A

LOUISIANA

An Agreement Between the Local and State Public School Officials to Carry Out:

A SPECIAL EXPERIMENTAL PILOT STUDY IN THE FIELD
OF GUIDANCE AND COUNSELING FOR ADULTS
IN THE ELEMENTARY ACADEMIC LEVELS
DURING FISCAL YEAR 1970

Purposes

1. The guidance and counseling services shall be to guide the adults to LEARN AND/OR EARN A BETTER LIVING.

2. A manual is to be developed from (1) above. This manual is to be used as a guide in other parishes and counties in the five program for ABE students in fiscal year 1971.

The manual will consist of objectives, chronological steps to follow, ways and means, methods, techniques, resources, references and evaluation procedures.

Local Responsibilities

1. To conduct a Guidance and Counseling study in the ABE classes at the Skill Center.

2. The teachers shall be required to attend orientation and in-service educational workshops with pay, at the same rate of pay per hour as the pay for teaching.

3. Teachers to cooperate with consultant team members (three) and state office personnel for class visitations and interviews.

4. Teachers to put into practice the guidance and counseling services designed, by all concerned, for this study.

5. Teachers shall keep all necessary records and make necessary reports.

6. Allow each teacher three hours of guidance and counseling service per week at the same rate of pay used for instructional services. This is for these extra duties performed in addition to teaching hours.

7. Funds for this project shall be requested in addition to the amount requested to conduct the year's regular ABE program. These can be requested on the same form at the same time.

8. Needed local agencies, guidance and counseling personnel shall be encouraged to participate in this project.

9. The local person in charge of this study shall, upon the local superintendent's request, prepare a report for the School Board at the end of the fiscal year.

10. The local superintendent shall select the person to head this study and submit his name to the State Director of Adult Education.

State Level Responsibilities

1. Provide organizational and leadership personnel to coordinate the project.

2. Select a study team and assist with its functions.

3. Follow up on chronological steps of all activities.

4. Assist with teacher workshops and inservice training.

5. Assemble and tabulate the findings from the records and reports into a statistical and narrative report.

6. Recognize the three hours per week allowed to the teachers for guidance and counseling duties performed in addition to teaching.

7. Allocate available funds to the parish from the regular State Adult Basic Education funds allocated by the Federal office to conduct the special project.

8. Prepare a manual to be used as a guide for ABE teachers in conducting guidance and counseling in an Adult Basic Education program in 1971.

9. Cooperate with the Staff of the University of Texas, other institutions of higher learning, and the Staff of the State Educational Agencies in Region VI in carrying out the provisions of the overall plan.

State Official

Parish Official

Parish

APPENDIX II-B

LOUISIANA

LAFOURCHE PARISH SCHOOL BOARD
P. O. BOX 879
THIBODAUX, LOUISIANA

Special ABE Report for Guidance

Name of Students Counseled	Date	Comments	Time Spent
	4/1/70	Visit to find out why neither was attending more regularly.	1½ hrs.
	4/1/70	To visit N. who had been ill. Discussed what to eat for vibrant health.	1 hr.
	4/2/70	A short visit to keep in touch with N. on coming to school	½ hr.
	4/10/70	Visit and to fill ABE form on Occupation for L. Discussed the importance of undergoing an operation when really necessary.	2 hrs.
	4/11/70	Visit. Discussed ordering clothes because they're cheaper.	1 hr.
	4/12/70	Visit and to check on irregular attendance. Wife underwent operation.	1 hr.
	4/12/70	Discussed the importance of following Dr.'s orders and diet especially after one has had a heart attack.	1½ hrs.
	4/13/70	Filled form on occupation.	½ hr.
	4/19/70	Filled form on occupation	½ hr.
	4/23/70	Visit to encourage I. to attend. He's quite shy and only wants to come when N. comes. Filled form on occupation.	2 hrs.
	4/26/70	Visit. Filled form on education.	3 hrs.
	4/27/70	Filled form on occupation.	½ hr.

APPENDIX II-C

LOUISIANA

TEACHER'S SPECIAL MONTHLY REPORT ON GUIDANCE AND COUNSELING SERVICES

DATE	COUNSELEE	TYPE OF ACTIVITIES CONDUCTED WITH COMMENTS	AMOUNT TIME SPENT	LOCATION AND NO. MILES
5-6-70	Group Session	Discussed personal ambitions. The students obviously wanted suggestions for their plans. Students were encouraged to make definite plans and set goals they wanted to reach. High School diploma, go to Trade School, or to college, or better employment.	1 Hour	
5-14-70	Group Session	Personal envolvement in community activities. The activities being mostly those of church and school. Citizens' responsibilities being one of the topics discussed. Reasons why each student should register to vote. What each citizen could do to make our country better.	1 Hour	
5-20-70	Group Session	The time was spent on discussing health. The students took a very active part in the discussion. Two members of the group have handicapped children. The special care the children needed. Medical checkup was a topic for discussion. Shots for children was a most interesting subject. Smoking and the effects of smoking was another point in the discussion.	1 Hour	
5-22-70	Group Session	This being the last session on Guidance we spent the time on evaluating what had been accomplished or learned. The students talked about what they had learned - how the knowledge was helpful in their daily living. Some spoke of cleaning up the area around the home. Other spoke of reading more and enjoying it. Personal hygiene came in for some comments. Students noticed improvement in other students. The students plan to continue the plans made in the group session.	1 Hour 30 Min.	

TEACHER'S SPECIAL MONTHLY REPORT ON GUIDANCE AND COUNSELING SERVICES, Continued

DATE	COUNSELEE	TYPE OF ACTIVITIES CONDUCTED WITH COMMENTS	AMOUNT TIME SPENT	LOCATION AND NO. MILES
5-22-70	Group Session Continued	The most interesting part of this meeting was on the academic improvement the students had made. 2 Completed requirements for G.E.D. test. 1 On the "job training" for physical therapist. 9 Have shown improvement on the California Achievement test. So end the first class on Guidance.		
5-4-70	Student D	Spent extra time with a student and his mother because it seems especially important that the student adjust to school and succeed academically - (High School diploma) and to college. Definite goal set for student.	1 Hour	
5-7-70	Students E,F,G 3 Students	Counseled three students ages 25-33, who appeared depressed. Heavy duties at home cause tiredness at time of class. All felt better after an hour of discussion on the advantages of education.	1 Hour	
5-13-70	A Student	Counselor spent time on phone calls to absentees. One Student ready to apply for G.E.D. Test, with job waiting. Became involved and failed to return to school. Counselor ask, the company to hold job until she could counsel with student more.	30 Min.	
5-18-70	A Student	Counselor discussed family problems with ABE student whose school work affected by apparently had taken courses by correspondence for a diploma - which is not recognized in this state.	1 Hour	

TEACHER'S SPECIAL MONTHLY REPORT ON GUIDANCE AND COUNSELING SERVICES, Continued

DATE	COUNSELEE	TYPE OF ACTIVITIES CONDUCTED WITH COMMENTS	AMOUNT TIME SPENT	LOCATION AND NO. MILES
5-19-70	A Student & Mother	Counselor talked with student and mother, who is apparently emotionally insecure and passes insecurity to the dauthter. Daughter has completed the requirements for G.E.D. Test. We have made plans for her to enter L.S.U. this summer.	1 Hour	

APPENDIX II-D

LOUISIANA

TIME OF DAY AND/OR NIGHT TO CONDUCT GUIDANCE AND COUNSELING SERVICES, AND THE NUMBER OF HOURS TO BE DEVOTED PER WEEK BY TEACHERS

Following are statements of ten Adult Basic Education teachers who have been experiencing guidance and counseling with their students, following three 3-hour workshops geared to implement such a program. These statements are answers to the question:

"Give your recommendations as to time of day or night and number of hours you can devote to guidance and counseling other than during class hours."

1. "My time per week may vary. I have done all my visiting after the school day and Saturdays, when my adults were free to see me."

2. "I've been able to work prior to class meetings, twice a week. This is about three hours total. It could possibly work Saturdays if my students really need additional help.

It has been my experience that not too many really want additional help. Perhaps this is because most of my ABE students are women and are trying to improve themselves educationally but are not looking for employment. The three men work long hours.

Only 2 have asked for extra help. I am working on a program for next year which involves enrolling additional students into our ABE program who seem to really need guidance and counseling."

3. "I can devote two or three hours a week easily. Saturday and Sunday evenings have proved satisfactory. It is very important to meet with husbands or wives of students; members of the family can encourage students to attend regularly."

4. "The amount of hours per week that I can spend will vary. I use my time in the afternoons, after school hours, for visitation. I also have Saturday afternoons free. I prefer not to do visitation at night. If necessary, I can spend as much as 5 hours per week."

5. "During my counseling experiences, I've found that counseling interview sessions are most conveniently arranged (convenient for the counselee) during the periods immediately preceding or following the regularly scheduled classes. A few women, however, expressed that they could avail themselves at any time during the day. Under these circumstances, I can feasibly arrange sessions during my free time during the day.

Group counseling sessions most assuredly must transpire immediately after our regular adult classes, as this is the opportune time for all to avail themselves.

In regard to the number of hours I can actually devote to counseling, I feel six hours is the maximum. Any more time devoted will, I feel, encroach into my effectiveness in other necessary activities during the day."

6. "The time of day I think best to devote to guidance and counseling, other than during class hours, is between three and six o'clock in the evening. My number of hours per week will vary since I go home on week-ends. The only time I can visit is on Wednesday or Thursday after school."

7. "Evenings, between the hours of 7:30 and 10:00 would be preferable. The time allowed would have to vary. Some weeks I may find it hard to have three hours; others I could possibly have 7 to 10 hours per week.

One of the problems I would like to comment on is the budgeting of time. School meetings usually are within the time limits I had planned for. However, home visitations are always longer than planned but at the same time prove more fruitful because the people in their own homes are more relaxed and informal."

8. "The amount of time will vary from week to week due to other commitments during the school year. I feel that three hours per week can easily be accomplished without any undue hardships. I also believe that as much as five or six hours per week can be spent in this program.

Personally, I believe a well-organized time program can be presented for group counseling, at least every other week, for approximately one hour (on a teaching night).

I do most of my counseling on Thursday afternoons between the hours of 4 and 6, as I remain after school to receive my students until adult classes begin at 6:00. I also use either Monday or Tuesday afternoons from 4:30 to 6:00 in either home visitations or counseling at my school.

This leaves Wednesday, Friday and Saturday to do any additional counseling or to make up an afternoon lost due to some other project or meeting."

9. "Counseling Schedule:

1. Time of day - 5-7 P.M.
2. Number of hours per week - 2

Some of my counseling was done on Saturday afternoons and some was done one hour preceding regular class time.

My counseling time has been limited because of other afternoon activities.

Most students preferred home visitations, from 5-9 P.M."

10. "My time per week, other than class time, will vary. I have commitments on two nights, every other week, excluding my Adult Education class. As of now, I have devoted 1 1/2 hours per week for about five weeks on Saturdays after 5:00 P.M. This is ideal for me. I can get to them all very slowly; I will get them all eventually."

A summary of this attachment of the teachers' expressions of their experiences and available time indicates that the time of day and/or night to conduct guidance and counseling services vary among the teachers. Therefore, no specific time can be established. It may be during the day-school hours when the teacher has available time that would not interfere with her regular duties and with the approval of the school principal. Another time might be immediately after the end of the school day or preceding and after the adult evening classes. Some teachers can best conduct these services on Saturdays and Sundays.

APPENDIX II-E

NEW MEXICO

THE BELEN - LOS LUNAS SCHOOL DISTRICTS
IN COOPERATION WITH
THE ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE

ANNOUNCES

AT NO COST TO YOU

CLASSES IN THE FOLLOWING ADULT BASIC EDUCATION COURSES:

- **Basic Math**
- **Spelling**
- **Basic English**
- **Reading Improvement**
- **G E D Preparation** (Offered only at the schools in Belen and Los Lunas)

Classes start Tuesday April 7.

All classes will meet on Tuesday and Thursday evenings.

Class hours will be from 7 to 9 PM.

Date of Registration: March 23, 1970

Time of Registration: From 9:00 a.m. to 3:00 p.m.

Registration Place: At any Belen or Los Lunas District School
The C.A.P. Office
The H.I.P. Office

March 16, 1970

Dear Neighbor:

These adult basic education classes (see other side) are being provided to you by the Albuquerque Technical-Vocational Institute under a federal grant assigned to T-VI by the State Department of Adult Basic Education, Tom Trujillo, director.

It is not possible at this time for T-VI to offer you vocational classes in your neighborhood because it is authorized to provide these only within its school district which includes only Bernalillo County and a small portion of Sandoval County.

If you are willing to travel to the T-VI campus, however, you may take any vocational course it offers tuition-free. Application deadline for full-time Day Division courses is May 1 for the summer trimester which starts June 1. Registration for Evening Division summer vocational courses at T-VI will be on one day only--May 29, 9 a.m. to 9 p.m.

If you would like more information about these offerings, please write to: Director of Admissions, T-VI, 525 Buena Vista SE, Albuquerque, New Mexico, 87106.

Cordially yours,

Louis E Saavedra

Louis E. Saavedra
Vice President
Albuquerque Technical-Vocational
Institute

APPENDIX II-F

NEW MEXICO
CURRICULUM DEVELOPMENT FOR UNIT III

OCCUPATIONAL INFORMATION

I. SPECIFIC OBJECTIVES

A. To give the students an understanding of the principles and importance of choosing and planning a career.

B. To develop in the student an awareness of vocation and what his potential is in this area.

C. Develop self awareness in the areas of interests, abilities, aptitudes and personality.

D. To make available to the student information in various occupational fields.

E. Allow the students an opportunity to make a choice of an occupation.

F. To provide an opportunity through lecture, discussion, and independent study a general knowledge of occupational choices in the community.

II. EVALUATION OF UNIT WORK

A. Class participation in discussion.

B. Evaluation of practical exercises.

C. Effort and interest shown in bringing in and presenting outside materials.

D. Teacher's observation.

III. STUDENT ACTIVITIES

A. Independent research of occupational choices.

B. Individual and group reports of outside of class investigation.

C. Class discussions of occupational information.

D. Discussion of experience of students.

IV. SOURCES OF MATERIAL FOR THE STUDENT

A. Suggested readings for background information. See Attachment.

B. Newspapers

C. Magazines

D. Radio and television

E. Personal experience

V. SUPPLEMENTARY MATERIALS

A. Lectures by teacher

B. Use of local resources as available. See attachment.

C. Community resource personnel.

VI. SPECIAL FACILITIES

A. Personal experiences.

B. Cooperative investigations of similar experiences.

VII. TIME

As much time as necessary will be taken for each lesson. There are no time limits for teaching this unit.

VIII. PLAN OF PROCEDURE

LESSON I	YOU SHOULD HAVE A VOCATION
LESSON II	DECIDE ON YOUR "VOCATIONAL DIRECTION"
LESSON III	STUDY YOURSELF FIRST
LESSON IV	STUDY THE OCCUPATIONAL FIELDS
LESSON V	MAKE YOUR CHOICE ON A SOUND BASIS
LESSON VI	LEISURE TIME FOR ADULTS

LESSON PLANS FOR UNIT III

Lesson One: YOU SHOULD HAVE A VOCATION

AIMS:

1. To introduce the general subject of vocational information to the student.
2. To show the need for studying and knowing about this subject.
3. To show the relationship of a good vocational choice and other to stimulate interest.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. The way you live is determined largely by the vocation you choose.
2. Values and goals differ for each individual and family.
3. Values and goals affect vocational choice.
4. Individuals must work for a living in order to secure:
   a. Necessities
   b. Comforts
   c. Luxuries

PROCEDURE:

A. The teacher will use any of the following discussion statements that are appropriate for effective use:

   1. People must have a vocation in order to take their place as a useful and responsible citizen of the community in which they live.
   2. Idleness usually leads to discontent.
   3. It is important to occupy your time.
   4. Creative efforts are important in order to express your own thoughts and ideas.
   5. Why is it important to experience the pleasure of accomplishment which you derive from doing something worthwhile?

Lesson Two: DECIDE ON YOUR "VOCATIONAL DIRECTION" EARLY

AIMS:

1. The student should be aware that it is important to have a vocational goal, even if you change it at a later date.

2. While it is not suggested that the student try to "pinpoint" the specific job area in which he will be twenty years from now, he should try to determine, through careful study, the fields of work and types of vocation which are appropriate to his interests, aptitudes, abilities, and personality.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT: That now is the time to think about and choose, at least tentively, your life work.

PROCEDURE:

A. Any of the following discussion questions may be used:

1. If you choose your "vocational direction" early, you can better prepare for any further training you may need in a special school or college.

2. If the about statement is true than the greater will be your opportunity for success.

3. You need a general goal toward which you may point your efforts.

4. A general goal will give you a greater purpose and motivation in your educational choice.

5. We generally do a better job on what we are doing when we have a plan to carry out or a goal to achieve.

Lesson three: STUDY YOURSELF FIRST

AIMS:

1. To show that one should be able to choose his life work.
2. That an understanding of oneself is necessary.
3. One must know their interests, abilities, aptitudes, and personalities.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. We must study our interests as related to various types of work.
2. Know what our special interests are, and how they relate to our final choice of occupations.
3. We must depend upon others to help us gain a better understanding of ourselves.

PROCEDURES:

Any of the following discussion questions deemed appropriate may be used:

1. Which of the following points listed below interest you as they are related to various types of work?
   a. Indoor work and outdoor work.
   b. Working with people or working with things
   c. Working for yourself or working for someone else?
   d. Work involving extensive travel or work that requires but little travel?
   e. Work that is primarily mental or work that is primarily physical?
   f. Work that demands a lot of training or work that requires but little training?
   g. Developing plans or carrying out plans made by others?
   h. Doing jobs yourself or delegating jobs to others to be done?

2. Make a list and discuss your special skills as related to:
    - a. Academic
    - b. Athletic
    - c. Social
    - d. Mechanical
    - e. Clerical
    - f. Musical
    - g. Artistic
    - h. Etc.
3. Make a determination how a counselor can help you make a choice.
    - a. Determining certain potential strengths, and limitations as related to occupations.
    - b. Being able to give you a clearer and broader understanding of your vocational interests, aptitudes, strengths and limitations.
4. Most teachers have observed your strengths and weaknesses and are always glad to assist you in any way they can, especially on your educational problems.

Lesson Four: STUDY THE OCCUPATIONAL FIELDS

AIMS:

1. To give the student a general understanding of the various fields of work.
2. To allow the student to investigate specific fields of work in which he is interested.
3. To present to the student ways of getting, holding and progressing in various fields of work.

KNOWLEDGE TO BE LEARNED

1. A presentation of the various fields of work.
2. An investigation of the specific jobs within the various fields of work.
3. A forecast of future job security.
4. Successful reading of occupational materials.
5. Important factors of getting employment as related to specific jobs.
6. Important factors of maintaining employment as related to specific jobs.
7. Important factors of progressing in fields of work as related to specific jobs.

PROCEDURES:

1. What are the various fields of work available both nationally and locally?
2. What are the specific jobs within the various fields of work?
3. Which fields of work are needing more people and which fields are needing less people?
4. How to read and understand the Occupational Outlook Handbook?
5. How do you use the Dictionary of Occupational Titles?
6. How to use the Handbook Of Job Facts?
7. What must you do to get a certain job?
8. What must you do to hold on to a certain job?
9. What must you do to progress in a certain job?

STUDENT ACTIVITIES

1. Role playing on the various attitudes needed to get, hold and progress in various fields.
2. Listening to lectures by instructors and guest speakers concerning job fields.
3. Reading related materials on job fields.
4. Visiting employment services in the area.
5. Participating in an occupational interest inventory such as the Kuder, Strong, Etc.

SOME RESOURCE PEOPLE

1. Local industrial and business personnel.
2. Employment Service employees.
3. Vocational counselors - public and private.

Lesson Five: MAKE YOUR CHOICE ON A SOUND BASIS

AIMS:

1. Be aware of your personal qualifications and those required in choosing your life's work.
2. Take whatever steps necessary to meet the qualifications necessary.
3. This is one of the most serious areas of this lesson and should not be taken lightly.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. There are some qualities that are considered good in most occupations. Some of them are: honesty, loyalty, cooperation, dependability, industriousness and good health.
2. Find several occupations that you like and see if you qualify for them.
3. Determine if the regards of this occupation are in keeping with the expectations that you expect.

PROCEDURES:

Use any of the following discussion questions and group assignments that are appropriate:

1. What specific occupations in your area require the need for: honesty, loyalty, cooperation, dependability, industriousness, and good health?
2. Which do not?
3. Investigate several occupations and see if you qualify for them from the following list:
   - a. The mental requirements
   - b. The physical requirements of size, height, and weight
   - c. Physiological requirements such as vision, hearing, lungs, and heart.
   - d. Personality requirements
   - e. Amount and type of preparation needed.
   - f. Approximate cost of the training.

4. If you find that you can meet the requirements satisfactorily, would you be satisfied with the rewards, financial and otherwise, of the vocation you expect to select?

5. Talk these matters over with someone who can help you.

6. If possible, work at your occupational choice at least on a part-time basis to find if this is a satisfactory choice for you.

Lesson Six: LEISURE TIME FOR ADULTS

AIMS:

1. To instill awareness within the adult concerning the increase in leisure time.
2. To help the adult understand the importance of good leisure time planning.
3. To present to the student ways of handling leisure time.

KNOWLEDGE TO BE LEARNED

1. Definitions of leisure time.
2. Too much leisure time can be harmful if not planned.
3. Too little leisure time can be harmful.
4. Things to do with leisure time.
5. Sharing leisure time with others.

PROCEDURES

1. How much time do you have for leisure activities?
2. Why should leisure time be well planned?
3. Why is too little leisure time harmful?
4. Do you have hobbies?
5. What good is recreation?
6. What good are vacations?
7. Why shoud you socialize?
8. Should you spend your leisure time alone or with your family?
9. Should you spend your leisure time helping others less fortunate?
10. Should you spend your leisure time working with organized charities?

STUDENT ACTIVITIES

1. Make lists of leisure time activities.
2. Practice relaxation.
3. Investigate different hobbies, sports, etc.
4. Listen to lectures on leisure time as concerned with future forecasts of work.
5. Participate in a questionnaire on leisure time for adults.

QUESTIONNAIRE: LEISURE TIME FOR ADULTS

1. What is your employment status?

   a. Full time
   b. Part time
   c. Housewife
   d. Retired
   e. Unemployed
   f. Other ______________________

2. How may hours a week are your required to spend at your job?________________

3. What hours do you usually work a day?____________________

4. What days do you work? (check)

   ___Monday ___Tuesday ___Wednesday ___Thursday ___Friday ___Saturday ___Sunday

5. Can you take off work?

   a. Whenever you like
   b. Only for emergencies
   c. Never
   d. I don't know hwen I can take off work

6. How often do you take long vacations?

   a. One week a year
   b. Two weeks a year
   c. Three weeks a year
   d. One month a year
   e. More than one month a year
   f. Never

7. Do you work on weekends? Which Day(s)? ___Saturday ___Sunday

8. Do you have a day off during the week? ___yes ___no (If so which day?)

   ___Monday ___Tuesday ___Wednesday ___Thursday ___Friday

9. Check the holidays you get off from work.

   ___New Years Day
   ___Lincoln's Birthday
   ___Washington's Birthday
   ___St. Patrick's Day
   ___Palm Sunday
   ___Good Friday
   ___Easter Sunday
   ___Memorial Day
   ___Primary Election Days
   ___Father's Day
   ___Mother's Day

   ___Independence Day

   ___Fiesta De Santa Fe
   ___Labor Day
   ___Rosh Hashanah
   ___Yom Kipper
   ___Columbus Day
   ___Halloween
   ___Veteran's Day
   ___Thanksgiving
   ___Hanukkah
   ___Christmas Eve
   ___Christmas Day
   ___New Year's Eve

10. Is your type of work seasonal? ___yes ___no (If yes, check the season you work.)

___Winter ___Spring ___Summer ___Fall

11. On weekends you usually:

a. Stay home, work around the house.
b. Stay home, do nothing.
c. Get out of the house, take a drive.
d. Go hunting or fishing or camping.
e. Visit relatives.

12. On long vacations you usually:

a. Stay home, work around the house.
b. Stay home, do nothing.
c. Visit relatives.
d. Go hunting, fishing or camping.
e. Take a long trip for pleasure.

13. During a work day when you are at home you:

a. Work around the house.
b. Watch television
c. Sleep
d. Go out
e. Work at something else.

14. If you are retired you:

a. Work part-time at a job.
b. Have hobbies
c. Have nothing to do
d. Take care of grandchildren.

15. When not working do you feel you wast too much time? ___yes ___no

16. You like to socialize with friends or relatives:

a. Once a night
b. Once a week
c. Once a month
d. Once a year

17. You do things with your family:

a. All the time
b. Most of the time
c. Some of the time
d. Almost never

18. Do you like helping others when they ask? ___yes ___no

19. You participate in recreation such as hunting, fishing, tennis, swimming, golf, etc.:

a. Once a week
b. Once a month
c. Twice a year
d. Once a year
e. Never

20. Do you like to go to parties? ___yes ___no

LEISURE TIME FOR ADULTS

Today's fast moving, complex world creates a problem of too much leisure time. The forecast for future years is more leisure time. This may sound like double talk and one may ask how can a fast moving, complex world leave any time for leisure?

With the rapid growth of mechanized labor, employable people and longer life, we face social changes such as the "twenty-hour-work week," layoffs and a demand for higher work skills.

In the last ten to fifteen years, we in New Mexico have felt these very problems. We have inherited from the progress around the vast amounts of time-saving devices aimed at making our lives "easier." We maintain that to be a "good" citizen, one must keep busy and at the same time we increase the number of time savers to relieve us from business.

Machines were developed to free people from the exhausting long, hard hours of daily toil and the increase production in order that people might tend to more important, less exhaustive activities. To free man to do what he has always wanted to do. Currently, we have coined a phrase to express this attitude, "to do his own thing." What is man's own thing? And, it is so vital that we must take him away from work?

Medical science, scientific and industrial technology has now made it possible for people to live longer, work less, overcome most handicaps and achieve more specialized skills. However, those who live longer are not guaranteed a longer working life, but an earlier retirement. Those who have handicaps are restricted (if even hired) to part-time conditions because of their specific handicaps. Those who gain specific skills are not needed more hours but are used only when their specific skills are needed. To top off the frustration of the specialized work management, while men are unionized or specialized to the point of a reduction in time spent working, women are being employed as jack-of-all-trades handimen (women) to do the odd duties left over by progress.

The point is this: even though we have progressed scientifically and technologically we are not necessarily advanced enough socially to handle an overdose of convenience and leisure time.

As educators, it is not our job to change the world. At best our job is to inform those who wish their world changed of the things going on around them that could cause them not to attain the happiness and success they desire.

The workers' ability to use his or her leisure time to make their live more meaningful and less boring is one of the immediate problems facing us today.

To this particular premise, we dedicate the topic of "Leisure Time for Adults."

LOCAL AND COMMUNITY RESOURCE MATERIAL

Suggested directives for use in an Adult Education Program on activities dealing with vocational information.

1. Director of local program: To compile vocational information for his location and submit the results to the State Office and his local teachers. To contact employers, hiring agencies and training agencies so as to offer assistance and clarification of his total program.

   Refer to Community Occupational Survey.

2. Teacher: To use vocational information on both a national and local level to inform his students of the opportunities and qualifications available to the students and what the student must do to take advantage of the opportunities. To set up interviews and outings into the community to better acquaint the student with his opportunities.

3. Student: To participate in a class project to help gather information about training, placement, and jobs within the community as well as acquaint himself with this information.

** This is to be an integrated place of action - the student is to be the most important segment - he will supply both the teacher and the director with information about his own community. The program will in turn use this information set up a curriculum in vocational information to aid the student in finding out more about his community and enhancing his opportunity for better employment, training or merely an awareness of these opportunities.

TO BE COMPILED BY PROGRAM DIRECTOR

Fed.

NAME OF ORGANIZATION	STATE REPRESENTATIVE OFFICE LOCATION	LOCAL REPRESENTATIVE OFFICE LOCATION	PURPOSE OF ORGANIZATION	RELATION TO ADULT EDUCATION
Adult Basic Education	Tom Trujillo, State Dir. Capitol Building Santa Fe, New Mexico 87501 505-827-2427	(Vacant) Director 610 Alta Vista Santa Fe Public Schools Santa Fe, New Mexico 505-982-2631	To educate any person in New Mexico, 18 years and over (16 with special permission) who has not received high school diploma.	
New Mexico Health and Social Services	John G. Jasper, Exec.Dir. P. O. Box 2348 Santa Fe, New Mexico 505-827-2371	Jan P. Voute, M.D. Dist. Health Off. (I) County Health Dept. P. O. Box 4397 605 Letrado St. Santa Fe, New Mexico 505-938-6345	To provide medical help to those who are unable to pay for it. To assist the county in preventive health care.	Resource to health, prevention of illness, child medical care. Living health conditions, etc.
		Miss Mela Vuichich, Director County Welfare Off. 1105 St. Francis Dr. Santa Fe, New Mexico 505-827-2376	To provide financial aid to low economic families, and resources to federal free programs.	Financial resources to adult education students on welfare
		James A. Little, Supt. N.M. School for the Deaf 1060 Cerrillos Rd. Santa Fe, New Mexico 505-983-3321	Provide education and Training to deaf children of New Mexico. Medical care also.	Children of Adult Education who are deaf
		Dina Bayer, M.D., Dir. Child Development Cent. 105 E. Marcy St. Santa Fe, New Mexico 505-827-2338	Diagnostic & Evaluation Center for Mentally Retarded Children-follow-up.	Children of Adult Education students suspect of mental retardation

NAME OF ORGANIZATION	STATE REPRESENTATIVE OFFICE LOCATION	LOCAL REPRESENTATIVE OFFICE LOCATION	PURPOSE OF ORGANIZATION	RELATION TO ADULT EDUCATION
		Sister Mary Harold, Dir. Santa Fe Opportunity School 225 E. Alameda Santa Fe, New Mexico 505-983-6822	Special Education for educable mentally retarded child.	Children of Adult Education students suspect of mental retardation
New Mexico Assoc. for Mental Health	David G. Koch, Pres. 106 A. Cornell Dr., S.E. Albuquerque, N. M. 505-247-0289	Leslie D. Ringer, Pres. Santa Fe Assoc. for Mental Health Drawer R Santa Fe, New Mexico 505-983-6371	Resource for Mental Health information to legislation. To promote Mental Health.	Pamphlets-resource people - community help.
New Mexico Assoc. for Retarded Children, Inc.	W. J. Green, Exec.Dir. 7017 Carriage Rd., N.E. Albuquerque, N. M. 505-298-4009	John L. Galvez, Pres. Santa Fe Assoc. for Retarded Children 1618 Caminito Monica Santa Fe, New Mexico 505-982-8298	To provide legislation and information to community.	Children of students information and resource people.
Catholic Charities Bureau of Santa Fe, Inc.		Monsignor William T. Bradley 223 Cathedral Place Box 443 Santa Fe, New Mexico 505-982-0441	To provide financial aid - social worker assistance non-profit.	For qualified students
GROUPS, Inc.		Gertrude S. Landman, Chairman 122 Circle Dr. Santa Fe, New Mexico 505-983-8439	Group therapy for adults and adolescents (cost).	For students and family
Santa Fe Family Services, Inc.		Mary Marquez, R.N., Dir. 723 Cathedral Place Santa Fe, New Mexico 505-982-3826	Nursing Service, Home Health, Medical social worker	For students and family

NAME OF ORGANIZATION	STATE REPRESENTATIVE OFFICE LOCATION	LOCAL REPRESENTATIVE OFFICE LOCATION	PURPOSE OF ORGANIZATION	RELATION TO ADULT EDUCATION
		Elsa Brumlop, M. D. Psychiatrist 227 E. Palace Santa Fe, New Mexico 505-983-7228 505-983-3961		

COMMUNITY
STUDENT ACTIVITY FORM FOR VOCATIONAL INFORMATION

1. Who is in charge of this program or business?____________________________

2. Is he (she) the owner, manager, foreman, superintendent, president or ____
____________________________________?

3. Who did you talk to?______________________________ What is his position
with the program or business?__________________________________

4. What is the name of this program or business?____________________________
______________Address____.

5. What does this organization do? ___train people; ___find people work;
___hire people.

6. What kind of training do they give?
   1.______________________________
   2.______________________________
   3.______________________________
   4.______________________________
   5.______________________________
   6.______________________________
   7.______________________________
   8.______________________________

7. What kind of jobs do they find for people?
   1.______________________________
   2.______________________________
   3.______________________________
   4.______________________________
   5.______________________________
   6.______________________________
   7.______________________________
   8.______________________________

8. What kind of positions do they hire people for?
   1.______________________________
   2.______________________________
   3.______________________________
   4.______________________________
   5.______________________________
   6.______________________________
   7.______________________________
   8.______________________________

9. Is this program or business connected with the:

   1. Federal Government
   2. State Government
   3. County Government
   4. City Government
   5. No connections with government - private business

10. What qualifications must you have to be hired?______________________

    ____

    ____

    For which positions?__________________________________

COMMUNITY OCCUPATIONAL SURVEY

TO BE COMPILED BY PROGRAM DIRECTOR OR TEACHER:

1. Name of firm____________________________Address__________________________
2. Person interviewed_________________________Title__________________________
3. Goods and services handled____
4. Chain___________ Independent_______________Interviewer_____________________
5. Workers employed: (separate males and females)

			Number employed		Total Weekley Earnings			Hours per week	Days per week	O. T. per week
	Job Titles	Sex	F.T.	P.T.	Beginning	Most Common	Maximum			
A.	______________	___	_____	____	$____	$____	$_____	____	____	_____
B.	______________	___	_____	____	$____	$____	$_____	____	____	_____
C.	______________	___	_____	____	$____	$____	$_____	____	____	_____
D.	______________	___	_____	____	$____	$____	$_____	____	____	_____
E.	______________	___	_____	____	$____	$____	$_____	____	____	_____
F.	______________	___	_____	____	$____	$____	$_____	____	____	_____

6. Number part-time high school students employed: Sales___ Office___Service___
7. Number of weeks granted for: Vacations with pay__________________________

   Vacations without pay__________________Paid sick leave____________________
8. Benefits sponsored or contributed to by firm___________________________________

   ____
9. Some of the desirable aspect of this work____________________________________

   ____
10. Some of the undesirable aspects or hazards__________________________________

    ____
11. Organization of labor____
12. On-the-job training supplied____
13. Recommendations as to courses that the public schools conduct as a regular service to the firm: Pre-employment training for seasonal employees___, short term training for seasonal employees___, supplementary training for regular employees____.
14. Number of cooperative part-time workers it is estimated firm could employ_____.

15. The firm's busiest business hours______________________________

16. Suggestions as to subjects to be offered by the public schools to aid in the training of employees______________________________

17. Qualifications for employment:

	Sex		Entrance Age		Years in School		Previous Experience		Special Training
Job Titles	Req.	Pref.	Min.	Pref.	Min.	Pref.	Min.	Pref.	
A.______									
B.______									
C.______									
D.______									
E.______									
F.______									

18. General personal and physical qualifications preferred______________________________

____

19. Availability of trained workers______________________________

20. Shortcomings in skills and knowledge found common among high school graduates

____

21. Number of employees hired furing the last twelve months: Full time__________

Part time__________Seasonal______________________________

22. Remarks:

MATERIALS FOR USE IN UNIT OF WORLD OF WORK

Booklets

No.			
400	Job Discrimination Is Illegal	PAP	.25
399	Cultural Differences Can Enrich Our Lives	PAP	.25
216	How to Teach Your Children About Work	PAP	.25
268	The Labor Movement In The USA	PAP	.25
258	What's Ahead for Civil Service	PAP	.25
249	So You Didn't Go To College	PAP	.25
371	Homemaker Service	PAP	.25
248	Liberal Education in An Industrial Society	PAP	.25
142	Power, Machines and Plenty	PAP	.25
206	Your Stake in Social Security	PAP	.25
52A776	Exploring the World of Jobs	SRA	.77
52A770	Planning Your Future	SRA	.85
52A515	Enjoying Leisure Time	SRA	.75
52A30	Getting Job Experience	SRA	.75
52A26	How To Get The Job	SRA	.75
52A516	Our World of Work	SRA	.75
52A514	What Employers Want	SRA	.75
52A25	Your Personality and Your Job	SRA	.75

Filmstrips

		Film	Record
C788-1	An Introduction to Vocations - 49 frames 18 min.	$7.50	$7.00
C788-2	The World of Work - 63 frames - 18 min.	$7.50	$7.00
C788-3	Counseling in Vocational Discussions - 63 frames 18 min. $27.00 series of three	$7.50	$7.00
799-6	HOW TO TAKE A TEST - 43 frames	$5.00	nr
SINGER SVE			
McGraw Hill			
125000	Use of Machines in Industry-Life-Evolution of Machines 52 frames	$7.50	nr
Learning Arts		$6.50	nr
Business Education Series (McGraw Hill)		$6.50	nr
Effective Business Correspondence		$6.50	nr
Trade Acceptance		$6.50	nr
Getting A Job and Keeping It			
General Business Series (McGraw Hill)		$6.50	nr
Transportation and Modern Life			
Communications in Modern Life			
Business and Government			
Looking at Business Careers			
Succeeding In Your Career			
Using Travel Services			
Finding and Holding Job Series - 371.C.O. SR 12 transparencies overheads and carrying case		$60.00	

Movie Films - 16 MM

Field Service - Indiana University A-V Center

Do You Think A Job is The Answer - 68 min.	b/w	CS-1969	$270.00 (c)
			13.50 (r)

Associated Films

The Individual in the Modern World - 28 min.	Free
Knowledge and Skills - 19 Min - color	Free

REFERENCE MATERIALS FOR VOCATIONAL INFORMATION

Occupational Outlook Handbook.
Dictionary of Occupational Titles
Occupations Guidance Kit (Finney Co.)
Occupational Exploration Kit (SRA)
Handbook of Job Facts (SRA)
Counselors Handbook (Manpower Adm.)
You, Your Job, Your Future (Chaning Times - Kiplinger Mag.)
Occupational Guidance (Pamphlets) (NMSES)
SRA Occupational Briefs (SRA)
Chronicle Occupational Briefs (Chronicle Guidance Series)
New York Life Insurance Briefs (New York Life Insurance)
Counselors Information Guide to the Apprenticable Occupations (N. M. State Apprenticeship Council)
Careers (briefs) Largo, Florida

APPENDIX II-G

TEXAS

RESULTS OF TEXAS EDUCATION AGENCY SURVEY OF ADULT EDUCATION GUIDANCE AND COUNSELING IN TEXAS 1969-1970

A survey was conducted to obtain information about guidance and counseling activities in 180 Adult Basic Education programs. A total of 156 responded to the survey, representing a 86.7 percent returned.

The programs surveyed were part-time evening classes usually meeting between seven and nine P.M. two nights each week. The larger programs in the metropolitan areas of the state were administered by full-time public school officials while the smaller ones were administered by part-time officials resulting in some differences in the nature of the potential guidance service offered.

The purpose of the survey was to obtain information. The information assisted in determining the extent to which guidance and counseling services exist in Adult Basic Education in Texas. There were six major areas established to determine the extent of guidance and counseling in the programs. The six areas were:

(1) The number of full-time and part-time counselors,

(2) The amount of money budgeted for counseling and guidance purposes,

(3) Counseling services provided by persons other than counselors,

(4) The amount of time devoted to various areas of counseling and group guidance,

(5) The number of referrals made and the Agency to which referred,

(6) The person who maintains cumulative and follow-up records and the kinds of information kept in each.

In the judgment of the writer it was believed that:

(1) There is a direct relationship between the number of counselors and guidance activities.

(2) There is a direct relationship between the amount of money budgeted for guidance and counseling and the formal guidance activities.

(3) There is a direct relationship between the number and kinds of counseling services provided by persons other than trained counselors and guidance activities.

(4) There is a direct relationship between the amount of time spent in various areas of counseling or group guidance and the guidance activities.

(5) The number of referrals made and the Agency to which referred is an integral part of guidance activities.

(6) The person who maintains cumulative and follow-up records and the nature of these records are directly related to guidance activities.

With these criteria statements in mind a survey instrument was developed. A total of twenty-one items were included in the survey instrument. Appendix A contains a facsimile of the survey instrument. The survey was conducted as a joint effort of this writer and the Texas Education Agency. The survey instrument was validated by the critical analysis of:

(1) The Director of Guidance Services,

(2) A review panel which reviews all data collecting instruments sent out by the Texas Education Agency,

(3) The staff of the Adult and Continuing Education Division, and three public school administrators of Adult Basic Education programs.

This Chapter presents an item by item summary of the information obtained from these survey instruments which were completed and returned.

Item One -- "Number of Adult Basic Education students by level of instruction; Basic, Intermediate, Advanced, G.E.D." (General Educational Development Level).

Table I displays the four levels of instruction of the programs, the enrollment, and percentage of the total in each level.

TABLE I

ADULT BASIC EDUCATION ENROLLMENT BY LEVEL OF INSTRUCTION FOR THE SPRING OF 1970

Level of Instruction	Number of Students	Percentage
Basic Level	11,336	34.0
Intermediate Level	10,344	31.0
Advanced Level	7,597	22.8
General Educational Development Level[a]	4,105	12.2
TOTALS	33,382	100.0

[a] Those persons preparing to take the General Educational Development Test for High School equivalency certificate.

Item Two -- Teaching Personnel

The number of teachers, full-time and part-time reported on the survey are presented below:

		Percentage
5	Full-time teachers	.3
1,554	Part-time teachers	99.7
1,559	TOTAL	100.0

There were 99.7 percent of the teachers who were part-time. Sixty-six percent were employed during the day as classroom teachers. Thus, the majority are teaching the part-time classes as a second job.

Item Three -- "Amount of funds budgeted for counseling..." Responses to item three revealed that thirty-five programs surveyed budgeted a total of $35,814.00 for counseling; Appendix A contains a listing of these programs. When the amount budgeted for counseling was compared to the total Adult Basic Education budget, it was discovered that the average percentage allocated for counseling was 4.3 percent. Of the total Adult Basic Education budget of the program surveyed the largest percentage budgeted for counseling was 6.8 percent and the smallest was 1.5 percent. The Texas Education Agency has placed a limit that only 5 percent of the allocated budget to local education agencies can be spent for counseling.

Item Four -- "On which nights do classes usually meet?" Every program surveyed responded to Item Four. The day and frequency to which it was indicated as a meeting time for classes are listed below:

Day	Frequency of Response	Percentage
Monday	83	53.2
Tuesday	107	68.6
Wednesday	46	29.5
Thursday	116	74.4
Friday	5	3.2

Most programs met two nights each week. The two most popular evenings for classes are Tuesday and Thursday.

Item Five -- "Each night A.B.E. classes meet, they meet for (how many) hours? From (hour) P.M. to (hour) P.M.?"

Every program which returned the survey responded to this item. The results showed that; 106 programs met for two hours each night, 24 met for two and one-half hours, and 23 met for three hours each evening. Three programs reported that they met in classes for four hours each night. Also, the results indicated that 48.7 percent of those surveyed reported that classes usually met from seven to nine P.M. and 13.0 percent met from seven to nine-thirty P.M. Over ninety percent of those surveyed met between six-thirty and ten P.M. The most frequently occuring combination was classes meeting two hours each Tuesday and Thursday evening.

Item Six -- "If counselors are employed, how many are? Part-time? Full-time?

Twenty-five percent of the programs surveyed responded to this item. A total of sixty-six counselors were reported as part-time, while there were none reported as being employed full-time. On the basis of this study there are sixty-six part-time Adult Basic Education counselors for 33,382 students; a student-to-counselor ratio of 505.8 to 1. Within the thirty-five programs which indicate they employ a part-time counselor the average student-counselor ratio is 216.3 to 1. This fact may have more meaning in relation to the study when one considers that students can normally see a counselor during the evening hours between seven and nine-thirty P.M. The results of item nine revealed that sixty-five of the part-time Adult Basic Education counselors had regular full-time school assignments, therefore they would be unable to see students except during the evening.

Item Seven -- "Under which of the following categories are A.B.E. counseling funds being used?"

A total of forty-three programs indicated that they had funds budgeted for counseling. This study concerned itself with only three categories; salary for a counselor, guidance materials, and other. The respondents were asked to specify what "other" uses of funds they may have used. A total of $35,814.00 were budgeted by forty-three of those surveyed. Rather than indicate the amount budgeted for counseling, the percentage of the total Adult Basic Education allocation designated for counseling was computed. The overall percentage budgeted was 4.3 percent. The largest percentage of the total budgeted by a single program was 6.8 percent and the smallest percentage was 1.5 percent.

Table II contains the three categories included on the survey, the number and percentage of programs responding. 64.4 percent of the funds were used for salary, 20.3 percent for guidance materials and 15.3 percent for other purposes. Other uses of funds included salary for counseling aids, psychometrist, and travel expenses. One hundred-thirteen programs did not respond to this item; indicating that 72.4 percent of the Adult Basic Education programs surveyed do not use funds for counseling.

TABLE II
NUMBER OF ADULT BASIC EDUCATION PROGRAMS AND CATEGORY OF EXPENDITURES OF FUNDS BUDGETED FOR COUNSELING

CATEGORY	NO. OF PROGRAMS	PERCENTAGE OF TOTAL RESPONDING
Salary for Counselor	38	64.4
Guidance Materials	12	20.3
Other	9	15.3
TOTALS	59	100.0

Item Eight -- "How many persons counseling in your A.B.E. program are certified as counselors?"

Twenty-five percent of the programs surveyed responded to this item. The results showed that a total of 63 persons counseling in Adult Basic Education programs are certified as counselors.

If the sixty-three persons reported in Item Eight are from the sixty-six counselors reported in Item Six, this would indicate that only three part-time counselors are not certified.

Item Nine -- "How many of your part-time A.B.E. counselors have the following regular full-time assignments?"

There were a total of thirty-six programs responding to Item Nine. Of the total part-time counselors in the survey 78.4 percent had either elementary or secondary full-time school assignments or in some cases a combination of both elementary and secondary assignments. TABLE III shows the number and percentage of counselors reported by category.

TABLE III

FULL-TIME ASSIGNMENTS OF PART-TIME COUNSELORS IN ADULT BASIC EDUCATION PROGRAMS

FULL-TIME ASSIGNMENT	NUMBER OF COUNSELORS	PERCENTAGE OF TOTAL
Elementary Counselor	21	32.3
Secondary Counselor	28	43.1
Other	16	24.6
TOTALS	65	100.0

The regular full-time assignments of those reported in the other category were school administrators, teachers, and visiting teachers.

Item Ten -- "How many of your counselors are working toward a: Master's Degree? Counselor Certification? Both Master's and Certification? Doctorate?"

The purpose of this item was to determine the extent to which Adult Basic Education Counselors were involved in professional preparation. Twenty-five programs responded to this item. Table IV displays the number of persons reported as working toward the degree or certification.

TABLE IV

NUMBER OF ADULT BASIC EDUCATION COUNSELORS WORKING TOWARD CERTIFICATION OR GRADUATE DEGREE

CERTIFICATION OR GRADUATE DEGREE WORKING TOWARD	NUMBER	PERCENTAGE OF TOTAL
MASTER'S DEGREE	14	36.8
COUNSELOR CERTIFICATION	5	13.2
MASTER'S AND CERTIFICATION	9	23.7
DOCTORATE	10	26.3
TOTAL	38	100.0

Item Eleven -- "If no counselor is employed, is counseling service provided? The respondents could respond No or Yes. If the response was yes the question further asked: By whom? Teacher, Administrator or other."

The data in Table V revealed that in 57.7 percent of the programs surveyed counseling services were provided by the teacher, administrator or other person, if no part-time counselor was employed. 53.5 percent of those responding to this item reported that teachers provided the counseling service. Sixty-two or 68.9 percent reported the administrator as the person providing the counseling service and eight or 8.9 percent indicated that counseling services were provided by persons other than a teacher or administrator. 12.2 percent indicated that no counseling was provided. Table VI contains the number and percentage of programs surveyed and the kind of counseling service provided.

Some form of counseling service is being provided in 82.5 percent of the programs included in this sample. At this point, however, there is no attempt to determine the extent of the counseling services provided by part-time counselors, teachers, administrators or other persons.

Item Twelve -- "How much time does the A.B.E. counselor devote to counseling and guidance?"

The item indicated that the number of hours per month

TABLE V

NUMBER OF PERSONS PROVIDING COUNSELING

TITLE	NUMBER	PERCENTAGE
Teacher	71	51.4
Administrator	62	44.9
Other	8	5.8
TOTAL	141	a

a. The percentage does not total 100 percent since some responses indicated a combination of persons providing counseling.

TABLE VI

COUNSELING SERVICE PROVIDED

	Number of Programs	Percentage of Total Programs Surveyed
Part-time Counselors	38[a]	24.3
No Counselor but Services Provided	90[b]	57.7
No Counseling Service	9[c]	5.8
No Response	19[d]	12.2

TOTALS	156	100.0

a. The total number of programs responding to item six.

b.c.d. The number of programs responding to item eleven.

was required. A total of 84 or 53.8 percent of those surveyed responded to this item. The total amount reported was 957 hours per month and the average was 14.3 hours devoted to counseling and guidance. The largest amount of time reported by a single program was 160 hours and the least reported was one hour per month. The most frequently occurring response was that two hours per month were devoted to counseling and guidance. Appendix contains a listing of the number of hours, the number of programs and percentage of time devoted to counseling and guidance.

> Item Thirteen -- "How many adults are seen by the counselor each month in the following categories? On an individual basis or a group basis? What is the occasion for the group meeting? Regular class-time? Special meeting?"

Ninety-five programs responded to Item Thirteen. The results revealed that 2,339 individuals were seen on an individual basis. 3,521 were seen on a group basis. Eighty programs reported that the occasion for the group meeting was the regular classtime and twenty programs indicated the occasion was a special meeting.

Item Fourteen -- "Select from below the two most significant areas of counseling in which the counselor spends the most time in individual counseling. Enter the approximate number of hours spent each month in these counseling areas. The areas of counseling were; financial, marital, family, health, racial or ethnic problems, vocational choice, vocational training, personal, academic and other."

In Table VII it will be noted that 18.6 percent of the time each month is spent in counseling in the area of vocational choice. A total of ninety-six programs responded to this item, however, not all of those responding entered the time in hours in the appropriate category. Thirty-two programs responded with check marks rather than a time value, so a frequency count was made of the total number of responses under each category including time values and checks. Table VII includes this frequency count. The frequency count revealed that the most significant area of counseling was in the academic area. On the survey this response item asked the respondent to specify the nature of the academic education area of counseling.

The responses entered in the "other" areas of counseling of Item Fourteen were grouped and the results were summarized. Fifteen who responded to the other area of counseling and also specified the nature of the counseling, reported that the counseling was concerned with the student and the General Educational Development Test. Eleven programs reported that the academic counseling was concerned with educational advancement, four dealt with some form of exhortation concerning the adults' need to continue in his education and three reported that college preparation was dealt with.

TABLE VII

AREA OF COUNSELING	NO. HOURS PER MONTH	PERCENTAGE OF TOTAL TIME	NO. OF RESPONSES TO THE ITEM*
Vocational Choice	179	18.6	45
Academic	176	18.3	52
Vocational Training	117	12.2	37
Financial	114	11.9	35
Personal	100	9.6	24
Other	92	9.6	13
Family	68	7.1	31
Health	54	5.6	21
Marital	38	4.0	9
Racial or Ethnic	22	2.3	11
TOTAL	960	99.1	

* Not all responses were in time values. Some responses were check marks.

Item Fifteen -- "What is the most frequently occurring topic of discussion at the group guidance meetings?"

A total of seventy-two programs responded to Item Fifteen. The responses were grouped into the same categories used in Item Fourteen but including an additional category, "Vocational Opportunities." The areas of counseling are listed below and ranked in order of the frequency to which they were mentioned as topics of group guidance meetings.

TABLE VIII

AREA OF COUNSELING	FREQUENCY
Academic	31
Vocational Opportunities	25
Vocational Choice	15
Financial	11
Family	9
Health	6
Vocational Training	5
Personal	5
Other	5
Racial or Ethnic	2

Item Sixteen -- "Who informs the A.B.E. student of the counseling services available? Teacher? Counselor? Administrator? Other?"

A total of ninety-nine programs of the 156 programs surveyed indicated the person who informs the Adult student of the counseling service. Below the responses are presented in Table IX.

TABLE IX

TITLE OF PERSON WHO INFORMS THE STUDENT OF COUNSELING SERVICE	NO. OF RESPONSES IN THIS CATEGORY	PERCENTAGE OF THOSE RESPONDING TO THIS ITEM
Teacher	91	91.9
Administrator	58	58.
Counselor	35	35.
Other	12	12.1

Ninety-one and nine tenth (91.9) percent of those responding to this item reported the teacher as the person who informs the Adult Basic Education student of the counseling service. The combinations of teacher, counselor and administrator are displayed below revealing the frequency at which these combinations occurred in the responses of the survey.

THE COMBINATION OF:	FREQUENCY OF OCCURRENCE
Teacher, Counselor and Administrator	27
Teacher and Administrator	54
Counselor and Administrator	28

This indicates that in this sample the teacher and adminstrator were by far the most frequent source of information between the student and the guidance services.

The areas of counseling which appear to occur more frequently are Vocational Choice, Academic, Vocational Training or Vocational Opportunities. In the case of the group guidance meetings the topic of vocational opportunities included discussion of where and how students might find work.

Item Seventeen -- "Indicate below the number of Adults referred to an agency by your A.B.E. program since September, 1969."

Forty percent of the programs surveyed responded to this item. The list of agencies were grouped into; employment, training and education, social agencies, other agencies and miscellaneous. Table X contains the name of the specific agency to which referrals were made, the number of referrals and the percentage of total referrals. The total number of referrals for all seventy-six of those programs responding were 3,139. The largest percentage of referrals was to employment agencies. Seven hundred and five adults were referred to the Texas Employment Commission, which was 22.5 percent of the total. Twenty-four and one tenth (24.1) percent were referred to social agencies, and 6.4 percent were referred to training agencies. Ten and nine tenths (10.9) percent were referred to other agencies such as Immigration and Naturalization Office, Health Department and A General Educational Testing Center. When the results from Table X are compared to the results from Tables VII, and VIII it will be noted that the percentage and kinds of referrals are in agreement. According to Item Fourteen the most significant areas of counseling were vocational in nature. The largest number of referrals to a single agency was the Texas Employment Commission. Also, of all categories the category of "employment" for Item Seventeen received the largest number and percentage of referrals. Ranked in the top three most significant areas of counseling was vocational training, however, the category of "training and education" received 6.4 percent of the referrals in Item Seventeen.

TABLE X

NUMBER OF REFERRALS AND AGENCY TO WHICH REFERRED

AGENCY TO WHICH REFERRED	NUMBER OF REFERRALS	PERCENTAGE OF TOTAL REFERRALS
EMPLOYMENT		
Texas Employment Commission	705	22.46
Industry and Business	276	8.79
Civil Service	13	.04
Neighborhood Youth Corps	25	.08
Total for Employment	1019	31.37
TRAINING & EDUCATION		
Goodwill Industries	1	.03
Department of Labor Training Programs	108	3.44
Junior Colleges	2	.06
Senior Colleges	30	.09
Adult Migrant Education	8	.03
Public School Programs	52	1.66
Total for Training	201	5.31
SOCIAL AGENCIES		
Welfare	244	7.77
Community Action Agencies	65	2.07
Social Security Administration	365	11.63
Veteran's Administration	21	.07
Legal Aid Office	4	.01
Vocational Rehabilitation	58	1.85
Total for Social Agencies	757	23.40

OTHER AGENCIES		
General Education	52	1.66
Development Testing Center		
Immigration and Naturalization	215	6.85
City, County Health Department	62	1.97
Mental Health Clinic	13	.04
Planned Parenthood	1	.03
Total for Other Agencies	343	10.55
[a]*MISCELLANEOUS		
Miscellaneous	819	26.09
TOTAL FOR ALL REFERRALS	3,139	

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a. This category includes the number of referrals to which there was no agency indicated and those referrals which could not otherwise be classified as to agency.

Item Eighteen -- "Who of the following maintains the cumulative folder on each adult? (Teacher, Counselor, Administrator or Other)"

Of those programs surveyed 76.923 responded to item eighteen. The results of responses are expressed in TABLE XI below. The teacher is the person who maintained the cumulative folder in this survey. The administrator ranked second to the teacher as the person who maintains the cumulative folder and the counselor ranked third. Some of those persons reported in the category of other were teacher aides and secretaries.

TABLE XI

PERSONS WHO MAINTAIN ADULT BASIC EDUCATION CUMULATIVE FOLDER[a]

Title of Person Maintaining Cumulative Record	No. of Responses in this category	Percent of Total Responding to this item
Teacher	83	69.2
Administrator	46	38.3
Counselor	13	8.3
Other	7	5.8

[a] A total of 120 programs responded to this item.

Item Nineteen -- "If a cumulative folder is maintained, describe the kinds of information it contains."

One hundred-fourteen programs or 73 percent responded to this item. The various responses were grouped, according to their similarity, into twenty areas. A frequency count was made of the number of times the responses indicated that this information was reported as being kept in the cumulative folder. The nineteen areas are listed on TABLE XII. Most of the information kept in a cumulative folder appeared to be similar to the information contained in an enrollment card. Such things as name, address, telephone, sex, marital status, and number of children were indicated as being kept in the folder. TABLE XII also contains the kind of material kept in the folder ranked in order of the frequency with which it was mentioned on item nineteen of the survey.

TABLE XII

THE KINDS OF INFORMATION CONTAINED IN THE CUMULATIVE FOLDER

KIND OF INFORMATION	NO. OF TIMES ITEM REPORTED
Name, Address, Telephone No., Sex, Marital Status, Number and ages of Children	75
Test Scores	57
Academic progress in programs	36
Previous Education and Training	24
Employment status	21
Attendance in evening classes	15
Sample of students work	13
Personal history of student	11
Advancement in Employment	9
Previous work experience	5
Reasons for separation from program	5
Health Information	5
Instructional materials completed	5
Income	4
Anecdotal records	4
Reasons for attending the program	4
Transcript	3
Vocational Interest	1
Teacher evaluation	1

Item Twenty -- "Who of the following maintains the follow-up record system of each adult? (Teacher, Administrator, Counselor, or Other)"

In order to determine the extent to which a follow-up record system was maintained and the kinds of information it contained, two items were developed. Item twenty asked for the person who maintained the follow-up system, while item twenty-one asked for a description of the kinds of information contained in the record folder.

Eighty-eight persons responded to item twenty. TABLE XIII illustrates the summary of the results from item twenty.

TABLE XIII

PERSONS WHO MAINTAINED THE FOLLOW-UP RECORD SYSTEM

Person Maintaining Follow-up System	Number	Per Cent of Those Responding
Teacher	52	59.1
Administrator	37	42.0
Counselor	23	26.1
Other	6	6.8

It should be noted in TABLE XI as in TABLE XIII the teacher ranks highest as the person who maintains the record system.

Item Twenty-One -- "If a follow-up folder is maintained, describe the kinds of information it contains?"

Responses to this item were obtained from forty-two programs. Responses were grouped according to their similarities. A frequency count was made as to the number of times the response occurred in this item. TABLE XIV has been developed to illustrate the results. The groups are ranked in order of their frequency of occurrence.

TABLE XIV

KINDS OF INFORMATION CONTAINED IN FOLLOW-UP RECORD SYSTEM

KIND OF INFORMATION CONTAINED IN FOLLOW-UP RECORD	NUMBER
Reasons for separation from program	13
Advancement on job	11
Transferring to other educational program	8
Success on job	8
Job placement	5
U. S. Citizenship obtained	3
Civic activity	2
Agency to which referred	2
Driver license completed	1

SUMMARY

This paper has presented a brief description of the development of the research study in addition to all item by item analysis of the information collected from the survey. Information was presented which indicated:

(1) The number of adult students enrolled in the Adult Basic Education programs surveyed,

(2) The number of teachers, counselors and other personnel,

(3) The amount of money budgeted for counseling purposes and its specific uses,

(4) The amount of time spent and the areas of individual counseling and group guidance,

(5) The number and nature of referrals made,

(6) The kinds of cumulative and follow-up records kept and persons who maintain these records.

Section III

Biographical Data Analysis

ABE Students and Staff

Region VI

BIOGRAPHICAL DATA ANALYSIS, ABE STUDENTS AND STAFF, REGION VI

INTRODUCTION

One of the long-range aspirations indicated in our previous report, *Summary for FY 1969–Forecast for FY 1970*, was development of predictors for success in teaching, administering, supervising, counseling, or working as a paraprofessional in ABE. Toward this end, two biographical data forms, one for ABE students and one for teachers, administrators, supervisors, counselors, and paraprofessionals–all members of the pilot center staff–were developed at The University of Texas at Austin (Appendices III-A and III-B). The basic idea is that if personal background information can be correlated with success in teaching or other staff work or with efficient learning on the part of ABE students, then we will have predictors for the selection of staff and a better picture of the type of student which the current curriculum reaches.

During the year, the biographical data forms were administered to students and staff members at ABE centers in each of the Region VI states. Most of these centers were pilot centers for the Regional Guidance and Counseling Project. The report which follows presents a description of the data obtained.

This report contains only that part of the data which enables one to gain a picture of the major and most relevant descriptive characteristics of ABE students and staff. It contains an examination of the differences between students and staff across the states comprising Region VI.

It was necessary, in preparing a summarizing report, to select among the data examined. An examination of the total data was prohibitive. Descriptive data for students and staff are available for individual states, centers within states, the Region as a whole, as well as analysis of variance across the states.

The data are available in the form of computer print-outs from the Extension Teaching and Field Service Bureau, Extension Division, The University of Texas at Austin, for anyone who wants them.

Additional analyses of the data already obtained will be made during the third year of the Project. Additional data input also is anticipated.

DESCRIPTION OF ABE STUDENTS

The following descriptive data were gathered from a sample of ABE students in the five states comprising USOE Region VI–Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Within the states the information came from three separate ABE centers. There were 856 respondents to the biographical data form.

Demographic Characteristics

Sixty-three percent of the students were female. Fifty-seven percent were under 36 years of age, while just six percent were over 56 years of age. Of the total sample, seventy-nine percent are or have been married and twenty-one percent are single. Three-quarters of those responding have children. Of these, forty-eight percent have three or fewer children and just seventeen percent have five or more children. Overall, forty-five percent of the sample are white, thirty-two percent are Mexican-American, and twenty-three percent are black. The students report that sixty-five percent of them speak English at home, while thirty-one percent speak Spanish and four percent speak French. Fifty-one percent indicate that they have full-time jobs.

Sixty-five percent of the sample grew up in small towns (less than 10,000) or in rural or farm areas. Of the respondents, sixty-one percent indicated that they had moved only once or not at all before the age of 18.

Family Structure

In the sample, sixty-two percent reported that they lived with both their natural parents during childhood. Twenty-one percent did not live with either parent during childhood. More than seventy percent of those responding to the item about parental separation reported that their parents were separated by death, divorce, or other circumstances. Of these, sixty-one percent were under 15 when the separation occurred. In the total sample, there was an average number of five siblings. The ABE students indicated no special rank with relation to their siblings.

Religious Characteristics

The results indicated that for the sample as a whole, forty-five percent had parents who were Roman Catholic, while thirty-three percent had parents who were Baptist, Disciples of Christ, or members of the Church of Christ. A small percentage belonged to various other religious denominations. The ABE students' religious affiliations are similar to those of their parents. Forty-two percent of the fathers of ABE students attended church regularly, while sixty percent of their mothers did so. The ABE students reported that fifty-six percent of them attended church regularly. The respondents said that for seventy percent of them religion was a dominant or the dominant concern of their parents' lives, while for themselves the percentage is eighty. The students indicated that when they were children their families regularly attended church together.

Education

Of the total sample, seventy-one percent had fathers who had no, or less than, grade school education. Of their mothers, sixty-eight percent had no, or less than, grade school education. Of the spouses of the ABE students in the sample, fifty-one percent had some high school education and/or a high school diploma, while thirty-six percent had less than a grade school education. Sixty-one percent of the respondents completed eighth grade, while just ten percent had less than fourth grade education.

Fifty-seven percent of the respondents left school to go to work, while twenty-one percent indicated that they left school because they, or their families, thought education was unnecessary.

Just fifteen percent of the total sample indicated that they consulted their teachers while they were in school.

Eighty-one percent of the sample stated that the school did not contact them after they dropped out.

The importance of education to these students is reflected in their own attendance as well as the fact that ninety-seven percent of them are encouraging their own children to remain in school. This was also borne out by the indication that seventy-five percent have contact with their children's teachers.

Fifty-five percent expect self-improvement from the ABE program, while thirty-eight percent expect better jobs and seven percent expect social contacts.

Sixty-nine percent of the sample learned about ABE through someone who was in the ABE program or who knew about it. Twenty-eight percent of the sample learned about ABE from the newspaper.

In interpreting these statistics it should be kept in mind that a large majority of the sample were women.

DESCRIPTION OF ABE STUDENTS IN STATES

Arkansas

The following descriptive data were gathered from a sample of ABE students in Arkansas. There were 142 respondents to the biographical data form.

Demographic Characteristics

Sixty-two percent of the students were female. Seventeen percent were under 21 years of age, while sixty percent were between 21 and 40 years of age. Just sixteen percent over 50 years of age. Of the sample, twenty-six percent were single; of the remaining seventy-four percent, forty-eight percent are currently married, the rest being separated by death or divorce. Seventy-four percent of those responding have children. Of these, forty-three percent have three or fewer children, and twenty percent have five or more children. Overall, fifty-nine percent are black and forty-one percent are white. The students reported that ninety-eight percent speak English, while one percent speak French and one percent speak Spanish. Thirty-eight percent of the sample have full-time jobs.

Sixty-one percent grew up in a rural or farm area. Twelve percent grew up in towns of 100,000 or more, and fifteen percent grew up in towns of between 500 and 10,000 inhabitants. Of the respondents, thirty-six percent said they had moved once, while fifty percent had moved from two to four times before the age of 18. No respondent said he had never moved.

Family Structure

Forty-nine percent of the sample reported that they lived with both their natural parents during childhood. Twenty-six percent did not live with either parent during childhood. Fifty-five percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the student reached the age of 15. In the sample there was a reported average of six siblings. Forty-two percent had eight or more siblings. The students had no special rank with relation to their siblings.

Religious Characteristics

The results showed that, for the sample, three-quarters of the respondents had parents who were Baptists, Disciples of Christ, or members of the Church of Christ. Ten percent stated that their parents were Methodists or Congregationalists. The ABE students' religious affiliations are quite similar to those of their parents. Forty-eight percent of the fathers of ABE students attended church occasionally or less often, while twenty-five percent of their mothers did so. The respondents stated that, for sixty-seven percent of them religion was a dominant or the dominant concern for their fathers; eighty-six percent of them reported that this was so for their mothers. For the students themselves, eighty-seven percent state that religion is a dominant or the dominant concern in their lives. They indicated that, as children, fifty-eight percent regularly attended church with their families.

Education

Of the sample, approximately sixty percent reported that their parents had some grade school education and twenty-five percent had some high school education and/or a high school diploma. Approximately seven percent of their parents had no formal education. Of the spouses of ABE students, forty percent have some grade school education while thirty-three percent have some high school education and/or high school diploma. Just five percent have no formal education. Thirty-three percent of the respondents have completed the eighth grade and twenty-four percent have less than a fourth grade education.

Fifty-eight percent of the respondents left school to go to work, while twenty-four percent gave discouragement with school as their reason for leaving. Nineteen percent indicated that they, or their families, thought school was unnecessary.

Eight percent of the sample consulted their teachers while they were in school. Seventy-eight percent of the sample stated that the school did not contact them after they dropped out.

The importance of education to these students is reflected in their own attendance as well as the fact that ninety-five percent of them are encouraging their own children to remain in school. Eighty-two percent have contact with their children's teachers.

Twenty-five percent of the sample expect self-improvement from the ABE program, while forty-six percent expect better jobs and twenty-nine percent expect social contacts.

Eighty-eight percent of the sample learned about ABE through someone who was in the ABE program or who knew about it. Eleven percent of the sample learned about ABE from the newspaper, and just one percent learned about ABE from television.

Louisiana

The following descriptive data were gathered from a sample of ABE students in Louisiana. There were 184 respondents to the biographical data form.

Demographic Characteristics

Seventy-one percent of the students are female. Twenty-six percent of the sample were under 21 years of age, while seventy-three percent were between 21 and 40 years of age. Just eight percent were over 50 years of age. Of the sample, twenty-three percent are currently married, the rest being separated by death or divorce. Seventy-eight percent of those responding have children. Of these, fifty percent have three or fewer children and thirteen percent have five or more children. Overall, one percent are Mexican-American, forty-two percent are black, and fifty-seven percent are white. The students report that eighty-four percent of them speak English at home, while one percent speak Spanish and fifteen percent speak French. Forty percent of the sample have full-time jobs.

Sixty-four percent of the sample grew up in small towns (less than 10,000) or in rural or farm areas. The others came from larger towns or cities. Of the respondents, sixty-six percent said that they had moved only once or not at all before the age of 18.

Family Structure

Sixty-one percent of the sample reported that they lived with both their natural parents during childhood. Nineteen percent did not live with either parent during childhood. Forty-five percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the student reached the age of 15. In the sample there was an average of four to five siblings. Twenty-four percent have eight or more siblings. The students indicate no special rank with relation to their siblings.

Religious Characteristics

The results showed that for the sample, thirty-three percent had parents who were Roman Catholic, while fifty-one percent had parents who were Baptist, Disciples of Christ, or members of the Church of Christ. Small percentages belonged to various other religious denominations. The ABE students' religious affiliations are somewhat similar to those of their parents. Fifty-four percent of the fathers of

ABE students attended church regularly, while seventy-one percent of their mothers did so. The respondents state that for sixty-seven percent of them, religion was a dominant or the dominant concern in their fathers' lives; for eighty-six percent, it was so in their mothers' lives. For the students themselves, eighty-five percent stated that religion is a dominant or the dominant concern in their lives. They indicated that, as children, sixty percent attended church regularly with their families, while thirty-two percent did so occasionally or less often.

Education

Of the sample, sixty-eight percent have fathers who had no, or less than, grade school education; fifty-nine percent have mothers with such an educational level. Twenty-eight percent have fathers with some high school education and/or a high school diploma, while thirty-five percent have mothers with such an educational level. Of the spouses of the ABE students, thirty-four percent have no, or less than, grade school education; sixty-one percent have some high school education and/or a high school diploma. Fifty-six percent of the respondents (99 to this question) have completed the eighth grade, while just sixteen percent have less than a fourth grade education.

Fifty-five percent of the respondents (128 to this question) left school to go to work, while twenty-four percent gave discouragement with school as their reason for leaving. Twenty-one percent indicated that they, or their families, thought school was unnecessary.

Eighteen percent of the sample stated that they consulted with their teachers while they were in school. Seventy-five percent of the sample indicated that the school did not contact them after they dropped out.

The importance of education to these students is reflected by their own attendance in ABE classes, as well as by the fact that ninety-three percent of them are encouraging their own children to remain in school. This was also borne out by the fact that seventy-eight percent have contact with their children's teachers.

Fifty-four percent of the sample expect self-improvement from the ABE program, while forty-three percent expect better jobs and two percent expect social contacts.

Eighty-two percent of the sample learned about ABE through someone who was in the ABE program or who knew about it. Fifteen percent of the sample learned about ABE from the newspaper, and just three percent learned about ABE from television.

New Mexico

The following descriptive data were gathered from a sample of ABE students in New Mexico. There were 138 respondents to the biographical data form.

Demographic Characteristics

Sixty-four percent of the students are female. Nine percent of the sample were under 21 years of age, while fifty-seven percent were between 21 and 40 years of age and just twelve percent were over 50 years of age. Of the total sample, eighteen percent are single; of the remaining eighty-two percent, sixty-four percent are currently married, the rest being separated by death or divorce. Sixty-eight percent of those responding have children. Of these, fifty-one percent have three or fewer children, and sixteen percent have more than five children. Overall, forty percent are Mexican-American, three percent are black, and fifty-seven percent are white. The students report that forty-five percent speak English at home, while the remaining fifty-five percent speak Spanish. Fifty-five percent of the sample have full-time jobs.

Sixty-five percent of the sample grew up in small towns (less than 10,000) or in rural or farm areas. The others came from larger towns or cities. Of the respondents, sixty-four percent indicated that they had moved only once or not at all before the aage of 18.

Family Structure

In the sample, sixty-seven percent report that they lived with both their natural parents during childhood. Nineteen percent did not live with either parent during childhood. Thirty-four percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the student reached the age of 15. In the sample, there was an average of four to five siblings. Sixteen percent have eight or more siblings. The students indicated no special rank with relation to their siblings.

Religious Characteristics

The results showed that, for the sample, seventy-four percent had parents who were both Roman Catholic. While ten percent had fathers who were Baptist, Disciples of Christ, or members of the Church of Christ, eight percent had mothers who were members of these Churches. Seven percent had fathers who were Congregationalist or Methodist, and eight percent had mothers who belonged to these churches. Small percentages belonged to various other religious denominations. The ABE students' religious affiliations were somewhat similar to those of their parents. Forty-nine percent of the fathers of ABE students attended church regularly, while sixty-six percent of their mothers did so. The respondents state that sixty-four percent of them, religion was a dominant or the dominant concern in their fathers' lives; for seventy-five percent it was so in their mothers' lives. For the students themselves, seventy eight percent state that religion is a dominant or the dominant concern in their lives. The students indicated that as children, fifty-three percent attended church regularly with their families, while thirty-nine percent did so occasionally or less often.

Education

Of the sample, sixty percent have parents who have no, or less than, grade school education. Thirty percent have fathers with some high school education and/or a high school diploma, while thirty-four percent have mothers who have reached that level of education. Of the spouses of the ABE students, twenty-three percent have no, or less than, grade school education; fifty-nine percent have some high school education and/or a high school diploma. Twelve percent of the spouses have some college education. Eighty-one percent of the respondents (81 to this question) have completed the eighth grade, while just two percent have less than a fourth grade education.

Fifty-three percent of the respondents (81 to this question) left school to go to work, while twenty-two percent gave discouragement with school as their reason for leaving. Twenty-five percent indicate that they, or their families, thought school was unnecessary.

Just twelve percent of the sample stated that they consulted their teachers while they were in school. Eighty-five percent of the sample indicated that the school did not contact them after they dropped out.

The importance of education to these students is reflected by their own attendance in ABE classes, as well as by the fact that ninety-eight percent of them are encouraging their own children to remain in school. This was also borne out by the fact that sixty-two percent have contact with their children's teachers.

Seventy-two percent expect self-improvement from the ABE program, while thirty-three expect better jobs and five percent expect social contact.

Forty-eight percent of the sample learned about ABE through someone who was in the ABE program or who knew about it. Forty-six percent of the sample learned about ABE from the newspaper, and just six percent learned about ABE from television.

In interpreting these statistics it must be taken into account that very irregular numbers of people answered the questions.

Oklahoma

The following descriptive data were gathered from a sample of ABE students in Oklahoma. There were 133 respondents to the biographical data form.

Demographic Characteristics

Sixty-eight percent of the students are female. Fourteen percent of the sample are under 21 years of age, while seventy percent are between 21 and 40 years of age and just six percent are over 50 years of age. Of the sample, eleven percent are single; of the remaining eighty-nine percent, seventy-nine percent are currently married, the rest being separated by death or divorce. Eighty-five percent of those responding have children. Of these, sixty-one percent have three or fewer children, and sixteen percent have five or more children. Overall, two percent are Mexican-American, seven percent are black, and ninety-one percent are white. The students reported that ninety-nine percent speak English at home while one percent speak French. Forty-seven percent of the sample have full-time jobs.

Seventy-six percent grew up in small towns (less that 10,000) or in rural or farm areas. The others came from larger towns or cities. Of the respondents, twenty-six percent said that they had moved once, while forty-six percent moved two to three times before the age of 18.

Family Structure

Sixty-six percent of the sample reported that they lived with both their natural parents during childhood. Ten percent did not live with either parent during childhood. Forty percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the student reached the age of 15. In the sample, there was a reported average of four to five siblings. Sixteen percent had eight or more siblings. The students had no special rank with relation to their siblings.

Religious Characteristics

The results showed that, for the sample, fifteen percent indicated that their fathers had no religion, while only six percent indicated that their mothers had no religion. Fifty-one percent had mothers who were Baptists, Disciples of Christ, or members of the Church of Christ; forty-four percent had fathers who were members of such churches. Seventeen to eighteen percent had parents who were Pentecostal, Gospel Tabernacle, Holiness, or Jehovah's Witnesses. The ABE students' religious affiliations are somewhat similar to those of their mothers. Twenty-six percent of the fathers of ABE students attended church regularly, while forty-four percent of their mothers did so. The respondents state that for three-quarters of them religion was an important, but not the most important, factor in their parents' lives. For the students, twenty-seven percent report that religion is the dominant concern in their lives, while seventy-two percent report that it is an important factor in their lives but not the most important factor. They indicated that, as children, thirty-six percent attended church regularly with their families, while sixty percent did so occasionally or less often.

Education

Of the sample, fifty-nine percent have fathers who had some grade school education, while fifty-two percent have mothers with some grade school education. Twenty-eight percent have fathers with some high school education and/or a high school diploma, while forty-two percent have mothers with such an educational level. Of the spouses of ABE students, twenty-two percent have some grade school education while fifty-five percent have some high school education and/or a high school diploma. Nine percent have some college education. Eighty-nine percent of the respondents have completed the eighth grade, while just four percent have less than a fourth grade education.

Forty-nine percent of the respondents left school to go to work, while twenty-three percent gave discouragement with school as their reason for leaving. Twenty-eight percent indicated that they, or their families, thought school was unnecessary.

Sixteen percent of the sample answered that they consulted their teachers while they were in school. Eighty-two percent of the sample stated that the school did not contact them after they dropped out.

The importance of education to these students is reflected by their own attendance in ABE classes, as well as by the fact that ninety-nine percent of them are encouraging their own children to remain in school. This was also borne out by the fact that eighty-two percent have contact with their children's teachers.

Seventy-three percent of the sample expect self-improvement from the ABE program, while twenty-seven percent expect better jobs.

Sixty percent of the sample learned about ABE through someone who was in the ABE program or knew about it. Thirty-nine percent of the sample learned about ABE from the newspaper, and just one percent learned about ABE from television.

Texas

The following descriptive data were gathered from a sample of ABE students in Texas. There were 257 respondents to the biographical data form.

Demographic Characteristics

Fifty-six percent of the students are female. Sixteen percent of the sample are under 21 years of age, sixty percent are between 21 and 40 years of age, and just nine percent are over 50 years of age. Of the total sample, twenty-four percent are single; of the remaining seventy-six percent, sixty-eight percent are currently married, the rest being separated by death or divorce. Seventy-one percent of those responding have children. Of these, forty-three percent have three or fewer children and seventeen percent have more than five children. Overall, ninety percent are Mexican-American, three percent are black, and seven percent are white. The students report that twenty-five percent speak English at home, while the remaining seventy-five percent speak Spanish. Sixty-seven percent of the sample have full-time jobs.

Forty-four percent of the sample grew up in small towns (less than 10,000) or in rural or farm areas. The others come from larger towns and cities. Of the respondents, sixty-seven percent stated that they had moved only once or not at all before the age of 18.

Family Structure

In the sample, sixty-six percent reported that they lived with both their natural parents during childhood. Twenty-two percent did not live with either parent during childhood. Thirty-three percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the student reached the age of 15. In the total sample, there was an average of five to six siblings. The students indicated no special rank with relation to their siblings.

Religious Characteristics

The results showed that, for the sample, eighty-one percent had parents who were Roman Catholic, while eight percent had parents who were Baptists, Disciples of Christ, or members of the Church of Christ. Small percentages belonged to various other religious denominations. The ABE students' religious affiliations are similar to those of their parents. Thirty-eight percent of the fathers of ABE students attended church regularly, while fifty-six percent of their mothers did so. The respondents indicated that for fifty-two percent of them, religion was a dominant or the dominant concern in their fathers' lives. For seventy-eight percent, it was so in their mothers' lives. For the students, seventy-two percent indicated that religion is a dominant or the dominant concern in their lives. The students stated that, as children, thirty-nine percent attended church regularly with their families, while fifty-eight percent did so occasionally or less often.

Education

Of the sample, eighty-five percent had parents who had no, or less than, grade school education. Of the spouses of the ABE students, forty-nine percent had no, or less than, grade school education; forty-four percent had some high school education and/or a high school diploma. Fifty-four percent of the respondents (193 to this question) have completed the eighth grade, while just fourteen percent have less than a fourth grade education.

Sixty-six percent of the respondents left school to go to work, while seventeen percent gave discouragement with school as their reason for leaving. Seventeen percent stated that they, or their families, thought school was unnecessary.

Just fourteen percent of the sample indicated that they consulted their teachers while they were in school. Eighty-six percent of the sample reported that the school did not contact them after they dropped out.

The importance of education to these people is reflected by their own attendance in ABE classes, as well as by the fact that ninety-eight percent of them are encouraging their own children to remain in school. This was also borne out by the indication that seventy-two percent have contact with their children's teachers.

Fifty-four percent expect self-improvement from the ABE program, while forty-three percent expect better jobs and three percent expect social contacts.

Sixty-three percent of the sample learned about ABE through someone who was in the ABE program or who knew about it. Thirty-five percent of the sample learned about ABE from the newspaper, and just two percent learned about ABE from television.

In interpreting these statistics, it should be kept in mind that a large segment of the sample was from San Antonio, a large city with a predominantly Mexican-American population.

SUMMARY OF MAJOR DIFFERENCES IN CHARACTERISTICS OF ABE STUDENTS BETWEEN THE STATES

Demographic Characteristics

The major part of the sample were women. Across the states there was a difference in the percentage of women, with Texas having the smallest percentage (fifty-six percent) and Louisiana having the largest percentage (seventy-one percent). The large percentage of women influences any interpretation of the statistics. For example, women, by and large, are more involved in formal religion than are men; women also get more formal education than men, particularly black women. There is a difference across the states in terms of age, with Arkansas having, on the average, the oldest students and Louisiana the youngest. There is a difference across the states in marital status, ranging from forty-eight percent married in Arkansas to seventy-seven percent married in Oklahoma.

The typical kind of community in which ABE students lived as children is different across the states, with Arkansas having the smallest and Texas the largest. This may be due to the fact that a large part of Texas' sample were enrolled in ABE in San Antonio. Mobility for the families of ABE students was greatest in those states with greater rural or farming populations and least for urbanized states like Texas.

There was a difference between states in regard to number of siblings, with Arkansas and Texas having the largest numbers. This may be related to ethnic and religious factors.

There is a difference across the states in regard to ethnic composition. The percentage of Mexican-Americans is highest in Texas (ninety percent) and New Mexico (forty-one percent), with negligible numbers in the other states. The large number in Texas may be explained by the location of the ABE centers examined in predominantly Mexican-American areas and the fact that many Mexican-Americans reside in Texas. The largest number of Blacks was in Arkansas and Louisiana, with small numbers in the other states. The largest percentage of non-English-speaking people was in Texas where, as indicated, many Mexican-Americans reside.

There is a difference across states in regard to full-time jobs held. This difference might be explained by the percentage of females comprising the ABE sample.

Religious Characteristics

The reason that the largest segment of the sample is Roman Catholic is related to the fact that Texas provided the greatest portion of the sample and its pilot projects were in predominantly Mexican-American areas.

There was a difference in the importance of religion between mothers and fathers. This was demonstrated by greater church attendance among the mothers. The students are more similar to their mothers than to their fathers in the importance of religion in their lives. This may be explained by the majority of the ABE students in the sample being women. Oklahoma has the highest percentage of people indicating no religious preference.

Education

There is a difference across the states in amount of formal education possessed by fathers of ABE students. The lowest is in Texas and the highest is in New Mexico and Oklahoma. There is a similar difference among mothers of the ABE students. In New Mexico and Texas, mothers tend to have less education than fathers; in Arkansas, Louisiana, and Oklahoma, they tend to have more. This may be explained by the Mexican family structure and the fact that more black women get formal education than do black men.

There is a difference across the states in the education possessed by spouses. In Texas spouses have the least education, while Louisiana, Arkansas, New Mexico, and Oklahoma, follow from least to most. These differences are attributable to family structure and ethnic background as previously indicated.

There is a difference across the states in regard to the maximum grade level achieved by the students before coming to ABE. The order from highest to lowest is Oklahoma, New Mexico, Texas, Louisiana, Arkansas. There is a difference across the states in consultation of teachers by ABE students prior to their leaving school.

There is a difference across the states in the manner in which students learn about ABE programs. In New Mexico, as opposed to the other states, more students learned about the ABE program from the media, as contrasted with learning of it from word of mouth.

Final Word

The most important factor in analyzing this data is the ethnic and religious composition of the sample. It is also important to note that the ABE centers chosen may not be representative of the ABE centers in the states as a whole.

DESCRIPTION OF THE CHARACTERISTICS OF THE ABE STAFF

The following descriptive data were gathered from a sample of teachers and administrators of ABE in the five states comprising USOE Region VI—Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. There were 124 respondents to the biographical data form (Arkansas, 25; Louisiana, 20; New Mexico, 15; Oklahoma, 17; Texas, 47).

Demographic Characteristics

Fifty-five percent of the staff are male. Sixty-two percent of the sample are between 21 and 40 years of age. Of the total sample, fifteen percent are single; of the remaining eighty-five percent who are or have been married, seventy-five percent are currently married. Twenty-three percent have no children, while fifty-seven percent have three or fewer children and twelve percent have five or more children. There is a difference across the states in regard to number of children, with the staff in Louisiana, on the average, having the largest number; the others (in order, most to least) being New Mexico, Arkansas, Texas, and Oklahoma. Twenty-nine percent are Mexican-American, eighteen percent are black, and fifty-three percent are white. There is a difference in ethnic composition across the states. Sixty-three percent of the sample in Texas are Mexican-American, and fifty percent in New Mexico are Mexican-American; there are no Mexican-Americans in the other states. In Arkansas, sixty-six percent of the sample are black, while eighteen percent in Oklahoma, fifteen percent in Louisiana, three percent in Texas, and none in New Mexico are black. In Louisiana eighty-five percent of the sample are white, while eighty-two percent in Oklahoma, forty percent in Arkansas and New Mexico, and thirty-four percent in Texas are white.

Sixty-two percent of the staff reported speaking English at home, while thirty-six percent spoke Spanish and two percent French. Eighty percent of the staff indicated that their work in ABE is not the only job that they have.

Sixty-seven percent of the sample reported being from rural or farm areas or small towns (less than 10,000); just ten percent reported being from cities of 100,000 or more. Of the respondents, eighty-two percent indicated that they had moved from one to three times before the age of 18.

It must be kept in mind that forty percent of the sample came from Texas and that the ABE centers sampled in Texas are predominantly Mexican-American areas. In fact, 25 of the respondents are teachers in San Antonio, a large urban area. The religion, language, and family structure of Mexican-Americans must be taken into account in interpreting the results of the questionnaires.

Family Structure

In the sample, eighty-four percent reported that they lived with both their natural parents during childhood. Seventeen percent of the sample indicated that their parents were separated by death, divorce, or other circumstances before the staff member reached the age of 15. In the total sample, there was an average of three to four siblings. Fourteen percent reported having more than eight siblings.

Religious Characteristics

The results showed that forty percent of the sample had parents who were Roman Catholic; twenty-eight percent who were Baptist, Disciples of Christ, or members of the Church of Christ; sixteen percent who were Congregationalist or Methodist; six percent who were Episcopalian, Presbyterian, or Lutheran; and the rest were members of various other religious denominations. The staff reported that their religious affiliations were quite similar to those of their parents. Sixty-five percent of the fathers of ABE staff members attended church regularly, while seventy-four percent of their mothers did so. Forty-three percent of the fathers of the ABE staff members rarely attended church. For sixty-five percent of the fathers, religion was a dominant or the dominant concern in their lives. For twenty-three percent of the fathers, religion was not an important concern, but they were not indifferent toward it. For eighty-four percent of the mothers, religion was a dominant or the dominant concern in their lives. Eighty percent of the staff members indicated that religion was a dominant or the dominant concern in their lives. Eighty percent of the staff members indicated that religion was a dominant or the dominant concern in their lives. Fifty-nine percent of the respondents said they attended church regularly with their families when they were children.

Education

Of the sample, forty-eight percent of their fathers had a fourth grade education or less, while twenty-five percent had some high school education and/or a high school diploma. There is a difference across the states in regard to the education of fathers, with Oklahoma having the highest level, Arkansas the next, and Louisiana, New Mexico, and Texas following in that order. Forty-five percent of the mothers of ABE staff members had a fourth grade education or less, and thirty-six percent of the mothers had some high school education and/or a high school diploma. There is a difference across the states with regard to the educational level of mothers. Arkansas had the highest level and Oklahoma, Louisiana, New Mexico, and Texas followed in that order.

Of the spouses of ABE staff members, nineteen percent had master's degrees, twelve percent had some post-graduate studies, thirty-eight percent had some college education and/or a college degree, twenty percent had some high school education and/or a high school diploma, seven percent had less than a fourth grade education. There was a difference across the states in regard to spouse's level of education; from highest to lowest the order of states was Louisiana, Oklahoma, Arkansas, New Mexico, and Texas.

Just seventeen percent of the staff members stated that they had had a college course in ABE. Eighty-eight percent of the sample indicated willingness to take courses in ABE during the summer. Fifty-eight percent expressed willingness to work toward a master's degree in ABE.

Final Word

In interpreting the data, it must be kept in mind that the individual state samples were small and, therefore, perhaps not very representative of the ABE staff in the state as a whole. Therefore, differences across the states could not be specified in detail, but rather a global view was taken. More information could have been gleaned if the individual states had provided the number of biographical data forms requested.

APPENDICES TO

SECTION III

APPENDIX III-A

BIOGRAPHICAL DATA FORM--STUDENTS
for
Region VI Guidance and Counseling Project Pilot Centers

Prepared by
Extension Teaching and Field Service Bureau
The University of Texas at Austin

PROJECT IDENTIFICATION NUMBER ______________________________

Your Name (Please Print) Mr.
Miss
Mrs. ______________________________
(Last) (First) (Middle)

Home Address ______________________________

Name of School ______________________________

City ____________________ **County** ____________________

The following forms are intended to find out how students view themselves and their work.

The following forms are designed so that your responses can be punched directly into IBM punchcards for machine processing.

After your answers have been punched, this cover sheet, bearing your name, will be destroyed.

The information which you supply about yourself will not be made public or given to the schools, and no specific person will be identified in any of the research analysis.

Please use a number 2 pencil to fill out all forms.

1. Your present age in years:

   0. Under 21
   1. 21-25
   2. 26-30
   3. 31-36
   4. 36-40
   5. 41-45
   6. 46-50
   7. 51-55
   8. 56-60
   9. 61-and older

2. Your present marital status:

   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Widowed
   6. Remarried

3. How many children do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six or more

4. Typical kind of community in which you lived longest as a child:

   1. Rural or farm
   2. Less than 500 people
   3. 500-2500 people
   4. 2501-7500 people
   5. 7501-10,000 people
   6. 10,001-25,000 people
   7. 25,001-100,000 people
   8. 100,001-500,000 people
   9. More than 500,000 people

5. How many times did your family move from one community to another before you reached 18 years of age?

   1. Family did not move
   2. Family moved only once
   3. Moved 2-3 times
   4. Moved 4-6 times
   5. Moved more than 6 times

6. How many brothers and sisters living or deceased do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight
   9. More than eight

7. How do you rank with your brothers and/or sisters in age?

   1. Only child
   2. Eldest child
   3. Older than the middle child, but not the eldest
   4. Middle child
   5. Younger than the middle child, but not the youngest child
   6. Youngest child

8. If your parents were separated by death, divorce, or other circumstances, what was your age when this occurred?

   1. Under one year
   2. One to three years
   3. Three to five years
   4. Five to seven years
   5. Seven to nine years
   6. Nine to eleven years
   7. Eleven to thirteen years
   8. Thirteen to fifteen years
   9. Over fifteen years

9. Your home situation during most of childhood and youth:

   1. Lived with relatives of my family
   2. Lived in a foster home
   3. Lived in a children's home
   4. Parents separated or divorced, lived with each part of time
   5. Parents separated or divorced, lived with one parent only

9. Continued

   6. Reared by friends of family
   7. One parent deceased, lived with supervisor
   8. Was adopted
   9. Lived with both natural parents

10. During school years, as you recall them, about how often did you consult with your teachers regarding things that were important to you?

   1. Never
   2. Rarely
   3. Occasionally
   4. Fairly often
   5. Frequently
   6. Very frequently

11. What was the highest level of formal education completed by your father?

   0. None
   1. Grade school or less
   2. High school, but did not graduate
   3. High school diploma (graduated)
   4. Commercial, trade, or similar schooling beyond high school
   5. Some college, but did not graduate
   6. College graduate (Bachelor's degree)
   7. Some postgraduate study, but no graduate degree
   8. Master's degree
   9. Doctor's degree (Ph. D., M. D., et al.)

12. Highest level of formal education completed by your mother?

   0. None
   1. Grade school or less
   2. High school, but did not graduate
   3. High school diploma (graduated)
   4. Commercial, trade, or similar schooling beyond high school
   5. Some college, but did not graduate
   6. College graduate (Bachelor's degree)

12. Continued

   7. Some postgraduate study, but no graduate degree
   8. Master's degree
   9. Doctor's degree (Ph. D., M. D., et al.)

13. Of people about your age, with which group are you most likely to be associated? Those who:

   1. Have good imaginations. They have new ideas and new ways of doing things.
   2. Seem to enjoy everthing they do. They welcome the chance to do new things.
   3. See things to do and go ahead and do them on their own initiative.
   4. Know when they have done things well and have confidence in what they do. They don't need to be encouraged by others to feel self-confident.
   5. Are sort of quiet. They are often "just not noticed" very much.
   6. Depend upon older people for advice about quite a few things. They like to have the approval of their elders.
   7. Have to be told pretty much how to do things. They don't very much like to do things on their own.
   8. Are frequently "left out" of things. They don't seem really to care what others think of them, and others tend to "leave them out."
   9. Don't seem to enjoy life very much. They do enough to get by, but not much more.

14. What is (was) your father's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

   0. None

14. Continued

1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other ____________________

15. Concerning church attendance, father:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

16. How would you characterize your father with respect to religious matters?

1. Religion was the dominant concern of his life
2. Religious concerns were very important to him, but not predominant
3. Religious matters were neither of more nor less concern to him than other matters but he was not indifferent
4. He was more or less indifferent to religious matters
5. He was sometimes impatient with religious matters and concerns

16. Continued

6. He regarded religious matters as irrelevant to him
7. He rejected religion and its concerns

17. What is (was) your mother's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None
1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregationalist; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other ____________________

18. Concerning church attendance; mother:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

19. How would you characterize your mother with respect to her concern for religious matters?

1. Religious matters were the dominant concern in life

19. Continued

2. Religious concerns were very important to her, but not predominant
3. Religious matters were neither of more or less concern to her than other matters, but she was not indifferent
4. Whe was more or less indifferent to religious matters
5. She was sometimes impatient with religious matters and concerns
6. She regarded religious matters as irrelevant to her
7. She rejected religion and its concerns

20. In your childhood home, did all the family attend church services together?

1. Almost always
2. Regularly
3. Quite often
4. About half the time
5. Occasionally
6. Only irregularly
7. Rarely
8. Never

21. What is your religious or church affiliation?

0. None
1. Jewish
2. Roman Catholic
3. Unitarian or Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other ____________________

22. Concerning church attendance, I:

1. No longer attend services

22. Continued

2. Attend services extremely rarely
3. Attend church only on occasion
4. Attend church about once a month
5. Attend about twice a month
6. Regularly attend the general service on Sunday only
7. Regularly attend all services on Sunday
8. Regularly attend all Sunday services and other services during the week in addition

23. How would you characterize yourself with respect to your concern for religious matters?

1. Religious matters are the dominant concern in my life
2. Religious concerns are very important to me, but are not predominant ones
3. Religious matters are neither of more nor less concern to me than are other matters, but I'm not indifferent
4. I'm more or less indifferent to religious matters and concerns
5. I am sometimes impatient with religious matters and concerns
6. I regard religious matters as irrelevant to me
7. I reject religion and its concerns

24. Of the following, which tends to inconvenience you most?

1. Hay fever
2. Migraine headaches
3. Skin disorders
4. Back trouble
5. Allergies
6. Chronic upset stomach
7. Asthma
8. Colitis
9. None of these

25. Of the following, which tends to inconvenience you most?

1. Arthritis

25. Continued

2. Diabetes
3. Heart condition
4. High blood pressure
5. Trouble sleeping
6. Spells of dizziness
7. Hands tremble
8. Hands feel damp
9. None of these

26. What is the highest level of formal education completed by your spouse?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)
7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph.D., M.D., et al.)

27. What is the most typical type of home in which you have lived as an adult? (After marriage if married)

1. Rented house
2. Rented apartment
3. Own house
4. Parent's or in-law's house
5. Other ____________________

28. Racial or ethnic background

1. Mexican-American
2. Negro
3. White

29. Who do you believe had the greatest influence on your values, attitudes and interests?

1. My father, definitely
2. Probably my father
3. Father and mother equally

29. Continued

4. Probably my mother
5. My mother, definitely
6. A relative other than one of my parents--please specify: (e.q., aunt)____________
7. An individual other than a parent or relative

30. Do you know the name of your child's superintendent?

Yes No (Circle one)

31. Do you attend the PTA?

Yes No (Circle one)

32. Do you know any of the teachers of your children?

Yes No (Circle one)

33. Do you know what the ABE Program is?

Yes No (Circle one)

34. How did you find out about the ABE Program?

1. Through someone now enrolled in the ABE Program
2. Through someone who was once enrolled in an ABE Program
3. Newspaper
4. Television
5. Through an acquaintance who has never been enrolled in ABE but knows about it

35. What was your maximum grade level attained?

0. Never attended school
1. First
2. Second
3. Third
4. Fourth
5. Fifth
6. Sixth
7. Seventh
8. Eighth

36. Why did you leave school?

1. To go to work
2. Became discouraged with school
3. Family thought it was unnecessary
4. I thought it was unnecessary

37. Did the school make any contact with you after you left?

Yes No (Circle one)

38. What was your overall grade average before you left school?

A B C D F (Circle one)

39. Are you encouraging your children to stay in school?

Yes No (Circle one)

40. Do you have a full-time job?

Yes No (Circle one)

41. Do you have more than one job?

Yes No (Circle one)

42. If yes, how many?

2 3 4 5 (Circle one)

43. What language is spoken in your home?

English Spanish French

44. If currently in ABE, what do you expect from your classes?

1. Self-improvement
2. A better job
3. Social contacts

45. If you formerly were enrolled in ABE but have dropped out, why did you leave?

1. The work was too difficult.
2. Other responsibilities (job, home, children, etc.), were too pressing.
3. I did not like the teacher.
4. The materials I had to use were childish.

46. If you are eligible for ABE but are not attending classes, why not?

1. I am timid about meeting people.
2. I have been out of school for so long that I am afraid I could not do the work.
3. I have no baby sitter.
4. I worry that other students in the class will look down on me.

APPENDIX III-B

BIOGRAPHICAL DATA FORM--TEACHERS,
ADMINISTRATORS, STAFF
for
Region VI Guidance and Counseling Project Pilot Centers

Prepared by
Extension Teaching and Field Service Bureau
The University of Texas at Austin

PROJECT IDENTIFICATION NUMBER ____________________

Your Name (Please Print) Mr.
Miss
Mrs. ____________________
(Last) (First) (Middle)

Home Address ____________________

Name of School ____________________

City ____________________ County ____________________

The following forms are intended to find out how students view themselves and their work.

The following forms are designed so that your responses can be punched directly into IBM punchcards for machine processing.

After your answers have been punched, this cover sheet, bearing your name, will be destroyed.

The information which you supply about yourself will not be made public or given to the schools, and no specific person will be identified in any of the research analysis.

Please use a number 2 pencil to fill out all forms.

1. Your present age in years:

    0. Under 21
    1. 21-25
    2. 26-30
    3. 31-36
    4. 36-40
    5. 41-45
    6. 46-50
    7. 51-55
    8. 56-60
    9. 61-and older

2. Your present marital status:

    1. Single
    2. Married
    3. Separated
    4. Divorced
    5. Widowed
    6. Remarried

3. How many children do you have?

    0. None
    1. One
    2. Two
    3. Three
    4. Four
    5. Five
    6. Six or more

4. Typical kind of community in which you lived longest as a child:

    1. Rural or farm
    2. Less than 500 people
    3. 500-2500 people
    4. 2501-7500 people
    5. 7501-10, 000 people
    6. 10, 001-25, 000 people
    7. 25, 001-100, 000 people
    8. 100, 001-500, 000 people
    9. More than 500, 000 people

5. How many times did your family move from one community to another before you reached 18 years of age?

    1. Family did not move
    2. Family moved only once
    3. Moved 2-3 times
    4. Moved 4-6 times
    5. Moved more than 6 times

6. How many brothers and sisters living or deceased do you have?

    0. None
    1. One
    2. Two
    3. Three
    4. Four
    5. Five
    6. Six
    7. Seven
    8. Eight
    9. More than eight

7. How do you rank with your brothers and/or sisters in age?

    1. Only child
    2. Eldest child
    3. Older than the middle child, but not the eldest
    4. Middle child
    5. Younger than the middle child, but not the youngest child
    6. Youngest child

8. If your parents were separated by death, divorce, or other circumstances, what was your age when this occurred?

    1. Under one year
    2. One to three years
    3. Three to five years
    4. Five to seven years
    5. Seven to nine years
    6. Nine to eleven years
    7. Eleven to thirteen years
    8. Thirteen to fifteen years
    9. Over fifteen years

9. Your home situation during most of childhood and youth:

    1. Lived with relatives of my family
    2. Lived in a foster home
    3. Lived in a children's home
    4. Parents separated or divorced, lived with each part of time
    5. Parents separated or divorced, lived with one parent only

9. Continued

6. Reared by friends of family
7. One parent deceased, lived with supervisor
8. Was adopted
9. Lived with both natural parents

10. During school years, as you recall them, about how often did you consult with your teachers regarding things that were important to you?

1. Never
2. Rarely
3. Occasionally
4. Fairly often
5. Frequently
6. Very frequently

11. What was the highest level of formal education completed by your father?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)
7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph.D., M.D., et al.)

12. Highest level of formal education completed by your mother?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)

12. Continued

7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph.D., M.D., et al.)

13. Of people about your age, with which group are you most likely to be associated? Those who:

1. Have good imaginations. They have new ideas and new ways of doing things.
2. Seem to enjoy everthing they do. They welcome the chance to do new things.
3. See things to do and go ahead and do them on their own initiative.
4. Know when they have done things well and have confidence in what they do. They don't need to be encouraged by others to feel self-confident.
5. Are sort of quiet. They are often "just not noticed" very much.
6. Depend upon older people for advice about quite a few things. They like to have the approval of their elders.
7. Have to be told pretty much how to do things. They don't very much like to do things on their own.
8. Are frequently "left out" of things. They don't seem really to care what others think of them, and others tend to "leave them out."
9. Don't seem to enjoy life very much. They do enough to get by, but not much more.

14. What is (was) your father's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None

14. Continued

    1. Jewish
    2. Roman Catholic
    3. Unitarian; Universalist
    4. Episcopalian; Lutheran; Presbyterian
    5. Congregational; Methodist
    6. Baptist; Disciples of Christ (Christian Church); Church of Christ
    7. Quaker; Christian Science; Morman
    8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
    9. Other ______________________

15. Concerning church attendance, father:

    1. Did not attend
    2. Attended services extremely rarely
    3. Attended church only on occasion
    4. Attended church about once a month
    5. Attended about twice a month
    6. Regularly attended general Sunday service only
    7. Regularly attended all Sunday services
    8. Regularly attended all Sunday services and others during the week in addition

16. How would you characterize your father with respect to religious matters?

    1. Religion was the dominant concern of his life
    2. Religious concerns were very important to him, but not predominant
    3. Religious matters were neither of more nor less concern to him than other matters but he was not indifferent
    4. He was more or less indifferent to religious matters
    5. He was sometimes impatient with religious matters and concerns

16. Continued

    6. He regarded religious matters as irrelevant to him
    7. He rejected religion and its concerns

17. What is (was) your mother's religious or church affiliation?

    Note: First encircle the correct group number, then underline the correct denomination.

    0. None
    1. Jewish
    2. Roman Catholic
    3. Unitarian; Universalist
    4. Episcopalian; Lutheran; Presbyterian
    5. Congregationalist; Methodist
    6. Baptist; Disciples of Christ (Christian Church); Church of Christ
    7. Quaker; Christian Science; Morman
    8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
    9. Other ______________________

18. Concerning church attendance; mother:

    1. Did not attend
    2. Attended services extremely rarely
    3. Attended church only on occasion
    4. Attended church about once a month
    5. Attended about twice a month
    6. Regularly attended general Sunday service only
    7. Regularly attended all Sunday services
    8. Regularly attended all Sunday services and others during the week in addition

19. How would you characterize your mother with respect to her concern for religious matters?

    1. Religious matters were the dominant concern in life

19. Continued

2. Religious concerns were very important to her, but not predominant
3. Religious matters were neither of more or less concern to her than other matters, but she was not indifferent
4. Whe was more or less indifferent to religious matters
5. She was sometimes impatient with religious matters and concerns
6. She regarded religious matters as irrelevant to her
7. She rejected religion and its concerns

20. In your childhood home, did all the family attend church services together?

1. Almost always
2. Regularly
3. Quite often
4. About half the time
5. Occasionally
6. Only irregularly
7. Rarely
8. Never

21. What is your religious or church affiliation?

0. None
1. Jewish
2. Roman Catholic
3. Unitarian or Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other ______________________

22. Concerning church attendance, I:

1. No longer attend services

22. Continued

2. Attend services extremely rarely
3. Attend church only on occasion
4. Attend church about once a month
5. Attend about twice a month
6. Regularly attend the general service on Sunday only
7. Regularly attend all services on Sunday
8. Regularly attend all Sunday services and other services during the week in addition

23. How would you characterize yourself with respect to your concern for religious matters?

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2. Religious concerns are very important to me, but are not predominant ones
3. Religious matters are neither of more nor less concern to me than are other matters, but I'm not indifferent
4. I'm more or less indifferent to religious matters and concerns
5. I am sometimes impatient with religious matters and concerns
6. I regard religious matters as irrelevant to me
7. I reject religion and its concerns

24. Of the following, which tends to inconvenience you most?

1. Hay fever
2. Migraine headaches
3. Skin disorders
4. Back trouble
5. Allergies
6. Chronic upset stomach
7. Asthma
8. Colitis
9. None of these

25. Of the following, which tends to inconvenience you most?

1. Arthritis

25. Continued

2. Diabetes
3. Heart Condition
4. High blood pressure
5. Trouble sleeping
6. Spells of dizziness
7. Hands tremble
8. Hands feel damp
9. None of these

26. What is the highest level of formal education completed by your spouse?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)
7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph. D., M. D., *et al.*)

27. What is the most typical type of home in which you have lived as an adult? (After marriage if married)

1. Rented house
2. Rented apartment
3. Own house
4. Parent's or in-law's house
5. Other________________________

28. Racial or ethnic background

1. Mexican-American
2. Negro
3. White

29. Who do you believe had the greatest influence on your values, attitudes and interests?

1. My father, definitely
2. Probably my father
3. Father and mother equally

29. Continued

4. Probably my mother
5. My mother, definitely
6. A relative other than one of my parents--please specify: (e.q., aunt)______________
7. An individual other than a parent or relative

30. What was your overall grade average in college?

A B C D F (Circle one)

31. Do you have more than one job?

Yes No (Circle one)

32. During your childhood, what language was spoken in your home?

English Spanish French (Circle one)

33. Do you have any college courses in ABE?

Yes No (Circle one)

34. Would you take college courses in ABE during the summer if they were offered?

Yes No (Circle one)

35. Are you interested in working toward an M.A. in Adult Basic Education?

Yes No (Circle one)

APPENDIX III-C

ABE Biographical Data Form
Pretest-Posttest Reliability

In an attempt to determine the degree to which ABE students were capable of reliably filling out a "self-report" type inventory, the ABE Biographical Data Form (BDF) was administered twice to students with an intervening interval of three to four months. The initial N for the five states in Region VII was 854--the final number of students who received the posttest from these states was 335. The N's for each state for each test period are reflected in Table 1.

Table 1

Number of students for each test period for each state

	PRETEST	POSTTEST
Arkansas	142	75
Louisiana	184	59
New Mexico	138	12
Oklahoma	133	88
Texas	257	101
TOTAL	854	335

Although the BDF had a total of 46 items, only 39 of these items were analyzed for this report. Because of programming difficulties and a large amount of missing data on some variables (eg., Items 42 and 46 of the BDF posttest had only 25 and 31 respondents respectively, from the total sample), BDF items 1, 2, 28, 42, 44, 45, and 46 were not analyzed. In addition, the variables at the state level which had too few respondents were also excluded from the analyses. These variables were represented by an "x" in Table 2.

Since the BDF contains a number of categorical items which are not ameniable to a correlational statistic, these items (7, 9, 14, 17, 21, 24, 25, 27, 29, 34, 36, and 43) were dichotomized in the manner reported by Prewitt (1970). Because there were so few respondents for the posttest, the more desirable method of dichotomizing each response category for an item was impractical. All other variables had scalar qualities and were included in the correlation analyses without modification.

Analyses and Results

Six separate correlational analyses were performed on the BDF data using program FACTOR (Veldman, 1967) on the CDC 6600 computer at the University of Texas. This program computes a Pearson Product Moment Correlation Coefficient for each pairing of pretest and posttest scores. The relative correlation coefficients indicate the relative stability (or reliability) of each item. This index of stability reflects the degree to which respondents tended to maintain their same relative position on a scale, with respect to the other respondents, when both pretest and posttest are compared. The resulting correlation (or stability) coefficients are displayed in Table 2. The means for each variable for each state for the pretest and posttest are reflected in Table 3.

Inspection of the results displayed in Tables 2 and 3 seems to suggest that, when the entire sample is used, a majority of the items (33 of 39) yield a relatively high (above 0.50) stability index. The BDF items which evidenced the lowest stability for the total sample (below 0.50) were 13, 19, 23, 24, 32, and 33. When the means are inspected, in relation to the stability coefficients, it is evident that the entire sample seemed to evidence less overall change in the magnitude of the mean than did the individual states. Whether or not this change is statistically significant (not to mention important) is beyond the scope of this report. The degree to which the means change in relation to the stability coefficient, however, is important in that a significant difference between pretest and posttest means would tend to suggest that the variation in responses may not be random as would be expected.

As can be seen from inspection of Tables 2 and 3, there is wide variation across the five states with respect to the relative stability of any given item. For example, BDF item 12 yielded stability coefficients ranging from 0.41 in Arkansas to 0.95 in New Mexico and Oklahoma. The number of items for each state which had a stability coefficient of at least 0.50 follow: 1) Arkansas = 21, 2) Louisiana = 32, 3) New Mexico = 26, 4) Oklahoma = 37, and 5) Texas = 30. The BDF items which tended to evidence lower stability coefficients across the five states were 9, 10, 13, 16, 18, 19, 20, 23, 24, 25, 30, 33, and 34.

An examination of the types of BDF items which tended to have the lowest stability suggest that these items seem to fall in four categories: 1) Long sentences, 2) More response choices, 3) Difficult words, and 4) Current change possibilities. It was not possible to determine if other factors, such as age of respondent or long term memory requirements, were related to the degree of stability for a given item, although these are some of the more probable sources of random variation. One additional possibility might be offered to account for the relatively wide variation in results. As can be seen from Table 1, 61% of the initial sample was not available for posttesting. This fact produces additional possible explanations for some of the relatively low stability coefficients: 1) If the reasons for attrition were not for random reasons--that is, if the ABE students responding to the posttest tended to be those who were better educated--then it is possible that some of the items stability coefficients were artifically lowered because of the restriction of range phenomenon, and 2) The large attrition rate (91%), as well as the final N (12), might account for the stability coefficients in New Mexico being the lowest of the five state area. This conjecture seems to be supported by the results obtained for Oklahoma, which tended to have the highest stability coefficients and the lowest attrition rate (34%).

Recommendations

The following recommendations are offered in light of the results obtained from this "pilot study" which was intended to not only provide background information on ABE students, but to also determine the feasibility of using "self-report" type instruments with this population.

Attrition

It is highly desirable that in any future pretest-posttest comparisons made on ABE students, the amount of data lost because of attrition be kept at a minimum. This might require that students who have dropped out of school be contacted in their homes for follow-up testing.

Testing Interval

Although it was not possible in this pilot project (because of the desire to obtain pretest and posttest achievement data in order to relate these data to background characteristics of the student) a shorter interval between pretest and posttest administrations might yield a more adequate index of reliability for background data. This would also tend to reduce the possibility of change on "high-probability-change" items such as BDF 24 and 25.

Long Sentences and Difficult Words

It appears, on the basis of the above results, that the length of a sentence may be a determining factor in the reliability of an item. Therefore, it would be desirable to not only reduce the length and complexity of a sentence, but to eliminate words which might prove too difficult for the typical ABE student.

Number of Response Choices

One possible explanation for poor reliability of data obtained from ABE students is that a large number of choice possibilities for an item might be confusing. It may be the case that two questions with fewer choices each may adequately replace one question with many choices.

Conclusions

The results of this pilot study on the ABE Biographical Data Form seem to suggest, in spite of some general problems, that the testing of ABE level students with a "self-report" type instrument is feasible and desirable. The degree to which successful completion of an ABE course is related to background data on the student might provide information to enable more efficient methods of determining curriculum based on the individual needs of the student.

Table 2

Correlations for each variable for each state*

BDF ITEM NUMBER	Total	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
3	88	67	91	75	98	95
4	78	61	67	52	90	83
5	77	48	91	88	90	77
6	77	51	88	96	89	78
7	85	84	86	66	100	78
8	85	66	84	100	99	87
9	62	54	68	41	83	45
10	52	32	59	-37	80	46
11	78	73	48	89	93	83
12	68	41	53	95	95	65
13	36	12	31	08	42	49
14	78	55	81	100	91	49
15	77	68	67	60	84	81
16	50	45	47	58	71	36
17	63	30	100	100	91	100
18	67	43	71	-01	77	77
19	47	23	25	90	73	53
20	64	40	69	04	81	60
21	64	49	100	100	74	100
22	72	53	69	23	90	77
23	47	13	53	-09	90	30
24	49	41	49	-17	75	36

Table 2 continued-

BDF ITEM NUMBER	Total	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
25	57	31	67	66	87	45
26	83	71	66	53	94	86
27	79	70	70	100	93	74
29	65	58	38	100	78	54
30	58	31	65	22	72	67
31	72	53	87	60	83	66
32	49	06	72	77	89	57
33	31	-02	28	X	42	32
34	59	37	51	-25	82	50
35	84	67	90	X	96	94
36	76	65	52	100	85	83
37	63	55	70	38	72	55
38	67	52	76	54	90	58
39	66	-03	100	100	100	100
40	81	65	68	63	93	87
41	71	63	69	67	83	67
43	88	100	55	100	100	70

*Decimals are omitted. 100 = an r of 1.00, 88 = an r of .88, etc.

Table 3

Means for each variable for each Test period for each state

BDF ITEM NUMBER	Total		Arkansas		Louisiana		New Mex.		Oklahoma		Texas	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
3	2.54	2.57	2.71	2.53	2.28	2.23	3.42	4.00	2.60	2.59	2.41	2.61
4	3.83	3.55	2.88	2.38	3.79	3.66	3.42	3.00	3.34	3.29	5.07	4.68
5	2.35	2.38	2.40	2.32	1.95	2.07	2.00	1.67	2.66	2.81	2.32	2.31
6	5.35	5.26	5.87	5.64	5.10	5.24	5.58	5.50	4.69	4.61	5.66	5.54
7	1.24	1.23	1.21	1.19	1.24	1.22	1.42	1.42	1.19	1.19	1.30	1.29
8	6.15	6.05	6.33	6.05	5.84	6.54	7.33	8.60	5.66	5.57	6.47	6.05
9	1.61	1.58	1.47	1.45	1.69	1.69	1.75	1.67	1.65	1.61	1.62	1.57
10	2.29	2.39	1.86	1.96	2.44	2.56	3.00	3.33	2.52	2.55	2.23	2.34
11	1.34	1.38	1.36	1.64	1.23	1.23	1.91	1.67	1.72	1.58	0.99	1.10
12	1.29	1.37	1.23	1.39	1.22	1.41	1.50	1.60	1.71	1.70	0.99	1.03
13	3.24	2.66	4.51	2.28	3.04	2.83	2.42	3.22	2.86	2.74	2.81	2.54
14	0.92	0.93	0.92	0.94	0.95	0.95	1.00	1.00	0.84	0.84	0.96	0.99
15	4.37	4.41	4.57	4.79	4.94	5.13	5.40	5.78	3.65	3.54	4.41	4.36
16	2.58	2.54	2.72	2.33	2.38	2.56	2.10	2.33	2.78	2.84	2.48	2.44
17	0.97	0.97	0.96	0.94	1.00	1.00	1.00	1.00	0.93	0.94	0.98	1.00
18	5.25	5.17	5.42	5.45	5.89	5.78	5.55	4.90	4.80	4.69	5.12	5.05
19	2.24	2.12	2.07	2.00	2.21	2.04	3.00	2.40	2.33	2.25	2.19	2.11
20	4.09	3.85	3.77	3.24	3.52	3.05	3.33	3.27	4.59	4.50	4.29	4.25
21	0.97	0.98	0.95	0.99	0.98	0.97	1.00	1.00	0.95	0.95	0.99	1.00
22	5.48	5.32	5.82	5.00	5.67	5.24	5.36	5.36	4.92	5.00	5.65	5.89
23	1.97	2.02	1.94	1.86	2.00	2.25	2.45	2.20	1.85	1.92	2.02	2.06
24	1.49	1.45	1.56	1.51	1.59	1.54	1.42	1.50	1.49	1.48	1.39	1.33
25	1.39	1.39	1.48	1.48	1.46	1.53	1.42	1.42	1.30	1.31	1.36	1.33

Table 3 continued-

BDF ITEM NUMBER	Total		Arkansas		Louisiana		New Mex.		Oklahoma		Texas	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
26	2.17	2.22	2.14	2.15	2.06	2.12	2.00	1.78	2.67	2.65	1.72	1.95
27	1.47	1.44	1.44	1.40	1.36	1.32	1.58	1.58	1.44	1.41	1.55	1.54
29	1.11	1.09	1.11	1.11	1.05	1.03	1.00	1.00	1.20	1.14	1.07	1.07
30	1.35	1.30	1.28	1.38	1.38	1.32	1.50	1.30	1.20	1.20	1.50	1.32
31	1.65	1.66	1.50	1.57	1.70	1.71	1.30	1.63	1.74	1.72	1.68	1.62
32	1.23	1.20	1.28	1.18	1.18	1.25	1.33	1.18	1.19	1.22	1.26	1.16
33	1.09	1.08	1.03	1.01	1.16	1.17	1.22	1.10	1.07	1.09	1.09	1.06
34	1.59	1.56	1.81	1.76	1.69	1.73	1.08	1.42	1.52	1.48	1.47	1.42
35	6.87	6.83	5.35	5.52	7.53	7.36	8.00	7.88	7.69	7.64	6.72	6.71
36	1.42	1.40	1.44	1.38	1.50	1.39	1.20	1.11	1.55	1.58	1.27	1.31
37	1.84	1.80	1.82	1.79	1.82	1.80	1.82	1.82	1.85	1.79	1.86	1.83
38	2.69	2.67	2.77	2.42	2.96	3.00	2.67	2.82	2.71	2.70	2.45	2.56
39	1.03	1.01	1.04	1.02	1.05	1.03	1.00	1.00	1.02	1.01	1.02	1.00
40	1.50	1.48	1.60	1.54	1.58	1.61	1.55	1.55	1.60	1.59	1.27	1.22
41	1.89	1.88	1.88	1.91	1.88	1.91	1.90	1.80	1.89	1.87	1.91	1.85
43	1.30	1.18	1.00	1.00	1.19	1.04	1.58	1.33	1.01	1.01	1.83	1.74

Section IV

Teacher Awareness Package

TEACHER AWARENESS PACKAGE

As part of the second year's operation of the Project, the Teacher Awareness package was revised in the fall of 1969. The major changes made were: (1) Complete revision of the overhead transparencies; (2) revision and re-recording of the audio tapes; and (3) replacement of the film "Buffy St. Marie" with a longer film entitled "Diary of a Harlem Family." Additionally, the printed script was edited and a new edition was published. These changes, we felt, represented improvements on the original package, even though the original package was exceptionally good, considering that it was a "first" in the ABE setting and caught the brunt of the apparently inevitable resistance to anything which represents change–something new or a new approach to something old.

During the winter, 25 additional copies of the (revised) package were produced. These were available for distribution by late spring and were, in fact, immediately distributed on a nationwide basis. With this expanded distribution, existence of the package came to the attention of more and more people, both within Region VI and elsewhere. Inquiries were received with increasing frequency as the year progressed and peaked in the spring when various state, regional, and local programs were gearing up for summer workshops. Some inquiries simply requested information. People had heard about the package but had never seen it presented or even reviewed it. Other people had actually seen the material and were certain they wanted to incorporate all or part of it into their own training programs. We even received requests for members of the Central Project Staff to conduct workshops and training programs in other states.

Since the number of copies of the packages available was limited, most of these requests had to be answered with simply a letter explaining that the nationwide distribution setup made availability of packages for specific dates quite scarce. In an attempt to provide at least *some* information, the Central Project Staff began including in replies a copy of the Table of Contents and the "Instructions for Use of the Master Kit." Additionally, a short flier was printed which explained one successful method of using the kit. These three pieces of information gave inquirers a good idea of the content of the kit, how it was intended to be used, and a method of presentation. (See Appendices IV-A, IV-B, and IV-C.) After reviewing these three pieces, many people who initially had been only mildly interested sent letters requesting confirmed dates on which they could receive a copy of the package for use in their own programs.

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APPENDIX IV-B

INSTRUCTIONS FOR USE OF THE MASTER KIT

Background Note. For easy reference during design and production, this multi-media package was referred to as "the teacher awareness kit." The name was so perfectly descriptive, it stuck. The specific purpose of the information presented is to create among Adult Basic Education teachers a general awareness of principles and techniques used in the fields of counseling and guidance. The history of the Teacher Awareness Kit is brief:

Problem: We currently do not have enough ABE counselors and may not have for quite a while.

Solution: Acquaint teachers with basic principles so they can better counsel and guide their students when necessary.

This unit is not intended to mass produce professional counselors; rather, the intent is simply to create or enhance teacher awareness of useful and reliable techniques. The teacher who is sensitive to the total student, rather than just his academic activities and problems, will be able to fulfill some of the functions of counselor in programs where none is available. And, if a full-time professional counselor is available, the informed teacher will be better able to know which students need referral to the counselor and which students he himself may deal with effectively.

Content. The kit contains audio tapes, transparencies, slides, one 16mm sound film and a printed booklet which includes lesson scripts, articles and papers, abstracts, and so forth. Basically, the kit is divided into ten lessons. Each lesson calls for use of at least one audio tape and one transparency. An outline preceding each lesson specifies exactly which materials go with that lesson. The audio tapes and overhead transparencies are labeled to show which lessons they pertain to.

For example, each transparency has a Roman numeral to identify the lesson, and an Arabic numeral which gives its sequence within that lesson. The 35mm slides are divided into two groups, each group numbered sequentially.

Format. The outline preceding each lesson is divided into the following major areas: (1) General Concepts, (2) Behavioral Objectives, (3) Content, (4) Supporting Materials, (5) Enabling Activities, and (6) Evaluation. This outline format is included to tell the teacher what to expect in that lesson. Therefore, the teacher should look it over before starting the lesson.

Equipment. To present the entire kit, you will need all of the following equipment: (1) Tape recorder which will play at 3 3/4 (Inches Per Second) speed, (2) Overhead projector, (3) Kodak Carousel slide projector, and (4) 16mm sound movie projector. Not every lesson calls for all the equipment. Check the outline preceding each lesson for specific equipment needed.

Time Frame. The audio tapes vary in length from 15 to 30 minutes. However, in most cases a tape is not played directly through to completion. Rather, it is on part of the time, off part of the time. Normally, "off" time periods are provided to encourage group discussion. The lessons are programmed to run from about 60 minutes to 90 minutes, the variable being the amount of time the group wishes to devote to discussion.

Group Size. The greatest value of this kit probably does not lie in the actual information it conveys. Rather, it is valuable primarily to the extent that it acts as a catalyst or stimulus to evoke discussion and interaction among teacher/participants. For this reason, we suggest that the best effect will be achieved if group size is limited to no more than 15 participants. Obviously, small groups are easier to deal with than large groups. With a small group, you will be better able to "control" the direction of discussion and participants will be more apt (and will have more opportunity) to offer personal opinions, anecdotes, ideas, and so forth. If the group is much larger than 15, you probably will find it profitable to "break" into smaller groups for discussion purposes. On this point, use your own judgment, keeping in mind that you want to generate as much interpersonal exchange as possible among participants.

Hints. First, check to see that your kit contains the following components: 14 audio tapes, 54 transparencies, Carousel tray containing 54 35mm color slides, and one 16mm film. Next, look over the table of contents to get the overall "feel" of what we are trying to communicate through this package. Flip through the printed material, scanning a few pages in the "lesson" section, a couple of the articles and a few of the abstracts. This will give you a very definite idea of how the printed notebook is put together. You may want to customize the notebook to suit your own organizational fancy. For instance, you may wish to divide the notebook using colored pages with marginal index tabs in order to facilitate finding any given unit.

In terms of actual presentation to a group, you probably should simply follow your usual procedures for preparing any other lesson you intend to teach. Certainly you will want to read the outline and script for a lesson before presenting that lesson. Also, it is a good idea to run a last-minute check of materials, just to be sure the transparencies, tapes, personal notes, and so forth for the lesson are present and in the proper sequence. This final check is well worth the brief time invested. If you have time, you may wish to have a "dry run" of your presentation. Tape recorders and projectors are sometimes sources of frustration. Be sure you are familiar with the specific machines you will be using.

Teacher Self-Diagnostic Tests. Also included are two forms of a test, with answer sheets, the teacher may use to evaluate his progress. Use of the two tests, labeled Form A and Form B, is optional. They are included solely for the teacher's own self-diagnosis, and will not be used to evaluate the kit. The two tests are constructed as parallel forms, so that each test may be used as either a pre-test or a post-test.

If they are to be used, the teacher should take one test before beginning any exposure to the kit, and the other form after completion of the entire kit. The two scores then may be compared. Answer sheets identify the lesson to which each question pertains, so the teacher will know which subject material, if any, he needs to review.

Final Note. In the final analysis, this master unit is no more effective than you, the presenter, make it. Your careful preparation, your enthusiasm, and above all your respect for the integrity and talent of the teachers with whom you will work will spell the difference between a cut-and-dried session and genuine sharing of thoughts and experiences. Be open to the creative suggestions of the teacher-participants. It is our hope that through the kit participants will be inspired and better fitted for their work.

APPENDIX IV-C

ONE METHOD OF UTILIZING MULTI-MEDIA PACKAGE FOR GUIDANCE AWARENESS

During the current operating year, the Extension Teaching and Field Service Bureau at The University of Texas at Austin has proven the timeliness of combining efforts from two sources of funding within the Adult Basic Education program. Two sources of Adult Basic funds, Training and Special Project, were structured in such a manner that each complimented the other with the result that over 3,000 teachers in local districts throughout the five state area of Region VI have benefited directly from the operation.

The Special Project in Guidance and Counseling developed materials and operational guidelines during the seven month period prior to the teacher training consortium. The consortium was funded for the summer of 1969 and included both the Regional workshop and state workshops. Input from the guidance and counseling project to the consortium consisted primarily of a twenty hour program in guidance and counseling awareness for teachers of adult basic education. The "package" was alloted one week of the three week workshop at the regional level and slightly less than one week at the state workshops.

Both the Regional Staff Specialist and the Assistant Director of the Guidance and Counseling project worked together in the development of the training format. The Regional workshop was conducted with forty-five of the most experienced Adult Basic teachers within the Region, 9 from each state. They were designated "Trainers of Teachers" and the format of the Regional workshop was built around the concept that these participants were to become literally trainers of Adult Basic Teachers within their respective states.

With this concept in mind the materials and methods fed into the Regional workshop were presented to the trainers in such a manner that they would become competent in presenting the "package" on Teacher Awareness in local districts throughout their respective states. They were thoroughly exposed to both the material content and the method of presentation.

It was realized, however, that before the trainers were released into the field it would be beneficial for them to have a controlled experience wherein they could actually make presentations to other Adult Basic teachers but with the support of the guidance and counseling staff which developed the packages of materials. This was accomplished by including state workshops in the structure of the training request. Each state workshop had approximately forty participants to which each of the trainers had an opportunity to make their presentations.

The summer regional and state workshops were concluded by mid-August. By September, each of the states was held accountable to the Special Project staff for submitting a plan of utilization for both the guidance and counseling package as well as the teacher trainers who had been developed during the preceding summer. Each state submitted their plan during the month of September and the plans were reviewed by both the guidance and counseling staff as well as the Regional Staff Specialist. The primary criteria for approval of the plans were twofold: (1) did the plan fully utilize the trainers, and (2) were all or most of the adult basic education teachers of the state reached through the plan as submitted? In every case the criteria were met and the states began their local workshops in October.

In the period of time from October, 1969 to the present, March 1, 1970, the local workshops are close to completion. To date the following results have accrued:

1. Every teacher trainer developed during the Regional and State workshops has had the opportunity to present the guidance and counseling program in more than one local setting.
2. The Guidance and Counseling Awareness program has been presented to 3,123 teachers of Adult Basic Education.
3. Evaluative feedback from the teachers and the teacher trainers has allowed the states and the guidance and counseling staff at The University of Texas at Austin to redesign the package of materials in order that they can be more effective.
4. A cadre of forty-five trainers has finally been developed that can be used by the states and the Region to disseminate information and programs considered vital to the Adult Basic Education effort.

In the past, teacher-trainer workshops have been held and have, for various reasons, been only partly successful. The overall effort during the past year has been successful due to the hard efforts of the states, the university staff, the teacher trainers, and the teachers themselves. The organizational structure, the acceptance of that structure, and a generally positive attitude within Region toward the concept of bringing information to the "grass roots" has been difficult to develop and should be continued.

Section V

Counselor Orientation Package

COUNSELOR ORIENTATION PACKAGE

INTRODUCTION

The major new product growing out of fiscal year 1970's operation of the Project was a multimedia "Counselor Orientation Package." The package was designed for use in preservice and in-service training of counselors operating in the ABE setting. Twenty-five copies of the package were produced and were ready for distribution by late spring. The packages were "portioned" out to the five states in Region VI for use in statewide and area workshops during the summer and for follow-up the third year of the project.

Unit I, Introduction, provides an overview of the package as to intent, design, and history. Since the Introduction provides a comprehensive description of development of the package, it is quoted verbatim below. Also included are (1) the list of acknowledgments and (2) the table of contents.

INTRODUCTION TO THE COUNSELOR ORIENTATION PACKAGE

This package was designed to bring you, the professional counselor, up to date on both time-tested methods and innovative techniques in counseling with adult basic education students. Whether writing a book, painting a picture, or designing an in-service training package, a long and thoughtful look at the audience is most important. This course of instruction has been designed for public school counselors accustomed to working with elementary, junior high, or high school students who wish to better acquaint themselves with the problems of functionally illiterate adults. We realize that some of you may come from other backgrounds–vocational rehabilitation counseling, pastoral counseling, or student personnel work at the college level. However, preliminary investigations have shown that the great majority of counselors now working in adult basic education programs do come from a public school background.

We hope that you will be tolerant of information which you already have, and concentrate on "what's new." We have scoured the nation to find out what *is* new. There are exciting attempts to bring together people of different ethnic backgrounds for constructive airing of grievances and planning for the future. New approaches are being tried in group guidance, in family counseling, and in marital counseling.

The instructional package contains five units plus this introductory section. The package has a multimedia presentation including tapes, slides, and transparencies. It has been designed with the intention of providing useful and relevant information.

The objective of the package is to present the kinds of attitudes and techniques that a counselor working with adult basic education students will find most helpful in a task which frequently calls for counseling skills not offered in the usual public school counseling course.

The units in the package address themselves to the function of the ABE counselor, an awareness of the situation and environment of the ABE student, personal counseling, educational counseling, and vocational counseling.

The authors of this kit realize that counseling disadvantaged adult students is a form of counseling which is still in its infancy; however, we have tried to touch upon those skills which appear to be essential for the task.

The units are each packaged separately so that they can be viewed in any sequence deemed logical. The sequence we suggest is I. Introduction, II. Function of the ABE Counselor, III. Awareness, IV. Vocational Counseling, V. Personal Counseling, and VI. Educational Counseling, but the viewers may act on their own preferences.

The separately packaged units will also simplify the designing of in-service workshops for counselors. Depending upon time available, the entire six units may be presented in a three-day format, or they may be split into two-day, one-day, or half-day sessions. Where one package must serve a wide geographic region, the units may be mailed to different locations for simultaneous training sessions rather than mailing the entire package and having other schools wait their turn.

In order to use the package, follow the directions on the tapes. The following equipment will be necessary: tape recorder, overhead projector, 35mm slide projector.

History of Development of the Package

On November 4, 1968, the Extension Teaching and Field Service Bureau of The University of Texas at Austin received a grant from the U. S. Office of Education (Grant No. OEG-0-8-052078-4641(039)8-7-SP-10) to develop a regional model for guidance and counseling services for Adult Basic Education students. Existing conditions were surveyed and the results made available in printed form (Phase I Report). Proposals for upgrading guidance and counseling appeared in the Phase II Report. The third step was the development and dissemination of a Teacher Awareness Master Unit to familiarize the classroom teacher with the unique problems of the ABE student and instruct him in those aspects of guidance which are reasonable for the teacher to undertake. Next, two pilot centers were established in each of the five states to allow experimentation at the local level and to provide specific focus for those methods which are effective and those which are not.

This Counselor Orientation Package is the natural outgrowth of the efforts described above. Two basic facts presented themselves: (1) there is a shortage of professional counselors working in Adult Basic Education and (2) there is no technical or graduate school, public or private, in the United States today which provides training in methods for counseling with disadvantaged adult students who are resuming their education. There are programs at the college level and there are programs for continuing education students (i.e., those who have completed high school and have returned for evening enrichment courses) but there are none at the adult basic level (eighth grade or below). Most ABE counselors "moonlight"–work in ABE programs a couple of evenings a week, in addition to their regular counseling in an elementary, junior high, or high school. It was felt that an in-service multimedia package which contained the latest innovations in counseling techniques appropriate to the age, level of education, and socioeconomic status of these clients could be put together and made available to counselors entering the adult basic field. This information, coupled with your original professional training and the practical experience gained through working with younger clients, should fit you to deal effectively with most problems which might confront you. As the number of potential ABE students grows, there will be an increasing need for counselors to deal with the problems and concerns of those new students.

The package was developed by a team of specialists in counseling, communication, and administration. This team included counselors from the states making up Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas), university consultants from each of those states, and the central staff of the Special Project in Guidance and Counseling.

Information assembled from practitioners and theoreticians was sifted and organized to achieve the goals of a brief orientation and instructional course for ABE counselors.

ACKNOWLEDGMENTS, COUNSELOR ORIENTATION PACKAGE

On December 4 and 5, 1969, a group gathered in Dallas, Texas to plan the development of the Counselor Orientation Package. From the Central Project Staff, Extension Teaching and Field Service Bureau, The University of Texas at Austin: Mr. C. Robert Wood, Mrs. Patricia W. Prewitt, Mr. Murray Scher, Mr. Ken C. Stedman. Mr. Wood's background is in educational administration and planning; Mrs. Prewitt and Mr. Scher are counselors; and Mr. Stedman's specialty is communications.

Five experienced ABE counselors, one from each of the five states in Region VI, provided practical guidance and suggestions. They were Mrs. Virginia Mannie, San Antonio, Texas; Mr. Glen McCalman, Little Rock, Arkansas; Mrs. Kathryn Robinson, Alexandria, Louisiana; Mr. Peter Suazo, Sante Fe, New Mexico; Mr. James O. Vencill, Pryor, Oklahoma.

The following university professors were present to see that theoretical aspects of the problem received adequate attention: Dr. Arthur Brownell, Psychologist, The University of Texas at Austin Counseling Center, shared his knowledge of marriage and family counseling; Dr. Carrol Eubanks, Director of Guidance and Counseling at Nicholls State College, Thibodaux, Louisiana; Dr. James Gibson, President, Artesia College, Artesia, New Mexico; Dr. R. Dale Jordan, Assistant Professor of Education and Psychology, Central State College, Edmond, Oklahoma; Dr. Emma Lou Linn, Associate Professor of Educational Psychology, Southwest Texas State University, San Marcos, Texas; Dr. Alvin McRaven, Chairman, Department of Guidance and Counseling, Arkansas State University, Jonesboro, Arkansas.

The final format was decided upon by the Central Staff at The University of Texas at Austin Extension Division with the cooperation and collaboration of the other participants in the Dallas meeting. Assistance was also rendered by Mr. George Babin, Counselor, LaFourche Parish Schools, Thibodaux, Louisiana; Mr. Jerry Baird, Counselor, Adult Basic Learning Center, Austin, Texas; Mr. Luther Black, State Director, State Department of Education, Little Rock, Arkansas; Mr. Frank Chisum, Counselor, Eagle Pass Independent School District, Eagle Pass, Texas; Mr. Don Hale, ABE Staff Specialist, Extension Teaching and Field Service Bureau, The University of Texas at Austin; Mr. Ed Hartwell, Vocational Rehabilitation Division, Austin State Hospital, Austin, Texas; Mr. Charles Kelso, Adult Basic Learning Center, Austin, Texas; Mr. Robert O. Randle, Vocational Rehabilitation Division, Austin State Hospital, Austin, Texas; Mr. John Townley, Extension Teaching and Field Service Bureau, The University of Texas at Austin.

Original artwork seen in the overhead transparencies was the creation of Mr. Glen Smith, Graphics Department, Visual Instruction Bureau, Extension Division, The University of Texas at Austin; and Mrs. Anne Woodring, Graphics Department, Visual Instruction Bureau, Extension Division, The University of Texas at Austin. Mrs. Woodring is also the designer of the individual unit covers.

All tapes other than those of actual counseling sessions were recorded by Dr. Bob Brooks, Radio-TV-Film

Department, The University of Texas at Austin.

Reproduction of all tapes was supervised by Mr. Joe Gwathmey, Radio Station KUT-FM, The University of Texas at Austin.

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Many more people than can be mentioned by name have assisted in the preparation of this package. It is truly a joint effort by professionals in the five states of Region VI who hope that it will meet the needs of counselors of Adult Basic Education students.

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FIRST USE OF THE PACKAGE

The Counselor Orientation Package made its debut in June, 1970, at the Region VI Adult Basic Education Teacher-Trainer Institute sponsored by The University of Texas at Austin, Extension Teaching and Field Service Bureau. Thirty counselors with experience in the ABE program viewed and heard the six units of the package and provided the Central Project Staff with their reactions. These reactions were monitored in three ways: (1) A battery of attitude change scales was administered, before and after; (2) behavioral objectives were pinpointed and the counselors estimated their degree of attainment of these, using the semantic differential technique; and (3) an anonymous subjective evaluation was obtained which sought to ascertain whether each of the six units was comprehensive and effectively stated.

Method of Presentation

The package was designed to be presented to small groups by a leader who has been through the package himself, either individually or as part of a previous trainer institute. In the 1970 Austin Institute, group leaders were Mrs. Patricia Prewitt, Mr. Murray Scher, and Mr. Ken Stedman, all of the Central Project Staff, and Mr. Dewey Talley, ABE counselor with the Pryor, Oklahoma, program. Two groups of seven and two groups of eight counselors spent June 23, 24, and 25 viewing the package; one-half day was alloted each unit with appropriate break periods at midmorning and midafternoon.

These group leaders had previously reviewed the package and decided on appropriate places to turn off the tape recorders and overhead projectors and allow the group to discuss a section of material; for the most part, these discussion breaking points proved satisfactory for the four groups. They were not adhered to rigidly, however, and the leaders made an effort to be sensitive to the need for spontaneous breaks from time to time.

The usual methods for facilitating group interaction were utilized, i.e., small room, circular seating arrangement. An effort was made to prevent the group from becoming an encounter or sensitivity group; a didactic approach was utilized, but the leaders strove for a relaxed, informal atmosphere and attempted to bring out the more reticent members.

The battery of attitude change tests was administered before and after the package. The behavioral objective questionnaires were given out at the close of each unit. The subjective evaluation by units was asked for at the end of the entire presentation. Following are the results of those measurements.

ANALYSIS OF ATTITUDE CHANGE
PRE- AND POST-TESTS:
FIRO-B, FIRO-F, AND POI

The three tests selected for usage with counselors as pre- and post-tests were (1) Fundamental Interpersonal Relations Orientation—Behavior (FIRO-B), (2) Fundamental Interpersonal Relations Orientation—Feelings (FIRO-F), and (3) Personal Orientation Inventory (POI).

FIRO-B and FIRO-F

The FIRO-B and the FIRO-F are two measuring instruments devised by William C. Schultz. They are based on his three-dimensional theory of behavior.

The FIRO-B (Fundamental Interpersonal Relations Orientation—Behavior) is a measure of the usual responses a person makes in his behavior toward other people with regard to affection, control, and inclusion. It has been designed to quantify individual characteristics and relationships between people.

The FIRO-F (Fundamental Interpersonal Relations Orientation—Feelings) is a measure of the usual feelings an individual has toward others. It parallels the FIRO-B but differs in that it concerns feelings rather than behavior. The parallel dimensions to affection, control, and inclusion are lovability, competence, and significance. The FIRO-F also quantifies interaction and individual characteristics.

POI

The Personal Orientation Inventory (POI) was developed by Everett L. Shostrom to meet the need many counselors and therapists have felt for a comprehensive measure of values and behavior that are important in the growth of self-actualization.

The POI has two basic scales. These are time competence and inner-directed support. The support scale measures whether the mode of reaction an individual manifests is usually oriented toward self or oriented toward others. Inner-directed people find their guiding characteristics within themselves while other-directed people are more influenced by the human environment. The time scale examines the extent to which an individual dwells within the past, present, or future. The individual who is time competent lives chiefly in the present. He is fully aware of and reactive to his temporal environment. The time incompetent individual dwells chiefly in the past with guilts, bad feelings, and regrets or in the future with pie-in-the-sky plans, fears, and predictions.

Data

The data collected from participants in the ABE Teacher-Training Institute were keypunched and then scored by special scoring programs written for each instrument (FIRO-F, FIRO-B, and POI). The scoring programs produced punch output which was then preprocessed for data analysis.

Procedures

Means were computed for the six scales of the FIRO-F, the six scales of the FIRO-B, and the sixteen scales of the POI instruments using pre- and post-testing data separately. Repeated-measures analyses of variance were used to compare the pre- and post-means. Correlations of the pre and post data were also computed.

Results

Results of the analyses of FIRO-F and FIRO-B data are contained in Table V-1. In Table V-2 the results of the analyses of the POI data are reported.

Only one of the 28 variables yielded a difference in pre/post means significant at the 5% level of confidence. Six other variables were significant at the 10% level.

Four of the six FIRO-F and three of the six FIRO-B variables produced correlations significant at the 5% level. Only four of the 16 POI variables showed significant pre/post correlations.

The significant ($p<.10$) changes were as follows:

FIRO-F: Wanted control increased
FIRO-B: Wanted inclusion decreased

FIRO-B: Wanted control increased
POI: Existentiality increased
POI: Self-regard increased
POI: Self-acceptance increased
POI: Capacity for intimate contact increased

Interpretations

Considering the very short time between testings, the general level of correlation between pre and post data is far less than that expected from the FIRO and POI manuals (FIRO-B mean stability =.76 and POI stabilities range from .71 to .84). Two explanations for this phenomenon are possible: (1) restricted variation (2) inconsistent, but substantial changes between testings. Inspection of the variability data (not reported in Tables 1 and 2) indicates approximately the same degree of variation as is reported in the test manuals. The second explanation, therefore, is more tenable.

If changes had been consistent (everyone moves up or everyone moves down), the pre/post correlations would have been much higher than those obtained. The small number of significant tests of pre/post change is also consistent with this interpretation. Apparently, the experiences of the subjects between testings had a substantial impact, but this impact was either restricted to only part of the sample, or else was quite different in nature from one to another subject.

The observed consistent changes appear to center on an increased *desire* to be influenced by others and to be respected by others for competence, coupled with a decreased desire simply to be invited and included in activities (FIRO). There were also indications of a consistent increase in feelings of ability to react situationally and to develop intimate relationships with others, unencumbered by rigid principles, obligations, or expectations (POI). An increase in self-acceptance and self-esteem was also apparent.

Because of the relatively weak indications of consistency provided by the F-ratios for the "significant" effects described above, it would be unwise to conclude that all or even most of the subjects changed in the manner noted. There is, however, some evidence of consistent movement between testings, even though only part of the sample may have been affected.

TABLE V-1

Results of Analyses of FIRO Data (N=30)

FIRO-F (Feeling) Scale	*Means*		*F*	*P*	*Pre-Post*
	Pre	*Post*	*Ratio*	*Level*	*Correlation*
1. Expressed Inclusion	5.30	5.53	.231	ns	.51*
2. Expressed Control	4.20	4.10	.039	ns	.29
3. Expressed Affection	5.07	4.93	.066	ns	.42*
4. Wanted Inclusion	3.27	3.93	1.530	ns	.40*
5. Wanted Control	2.50	3.37	3.150	.08	.36*
6. Wanted Affection	4.00	4.50	.825	ns	.24
FIRO-B (Behavior) Scale					
1. Expressed Inclusion	4.50	4.53	.003	ns	-.09
2. Expressed Control	2.33	2.67	.529	ns	.46*
3. Expressed Affection	4.00	4.17	.089	ns	.26
4. Wanted Inclusion	3.03	2.10	2.808	.10	.44*
5. Wanted Control	3.23	4.07	2.769	.10	.32
6. Wanted Affection	4.37	4.97	1.114	ns	.41*

*$p < .05$

TABLE V-2

Results of Analyses of POI Data (N=29)

POI Scale	*Means*		*F*	*P*	*Pre-Post*
	Pre	*Post*	*Ratio*	*Level*	*Correlation*
1. Time Incompetence	4.48	4.83	.371	ns	.60*
2. Time Competence	15.79	17.45	1.847	ns	.28
3. Other Support	35.41	37.97	.725	ns	.44*
4. Inner Support	76.24	85.66	2.589	ns	.13
5. Self-Actualizing Value	18.28	19.41	.681	ns	.16
6. Existentiality	18.51	21.45	3.410	.07	.36
7. Feeling Reactivity	13.90	15.52	2.026	ns	.25
8. Spontaneity	10.97	12.07	1.726	ns	.23
9. Self-Regard	11.00	12.52	2.943	.09	.15
10. Self-Acceptance	15.07	17.41	3.640	.06	.29
11. Nature of Man	10.62	11.76	2.032	ns	.20
12. Synergy	6.45	7.21	2.131	ns	.19
13. Acceptance of Aggression	14.41	15.76	1.542	ns	.37*
14. Capacity for Intimate Contact	16.59	19.21	4.812	.03	.38*
15. TI/TC	.297	.406	.987	ns	.17
16. OS/IS	.439	.560	1.035	ns	.10

*$p < .05$

ANALYSIS OF BEHAVIORAL OBJECTIVES

In analyzing the results of the questionnaires (Appendix V-A) regarding achievement of the behavioral objectives of the Counselor Training Package, it is important to keep in mind that these were self-reported assessments of the success of the individual units on delineated behavioral objectives. The last item indicated on each unit's questionnaire on behavioral objectives was a query as to whether or not the objectives and activities of that unit were meaningful or helpful to the individual counselors. The very favorable response indicates that the package as a whole was effective and useful. The responses to the questionnaires came from a varying number of 27 to 31 ABE counselors.

The responses to Unit I indicate a need to make alternate uses of the package more explicit, but otherwise the unit achieved its purpose of an orientation toward and introduction to the material contained in the total package.

Unit II, it appears, achieved its behavioral objectives quite completely. The counselors indicated that they grasped the various roles of the ABE counselor, his personality characteristics and various directions. They also indicated that the content of the unit was very relevant and helpful.

The responses to the behavioral objectives of Unit III demonstrate that the counselors had the most difficulty with this unit. It is possible that the length of the unit was a factor. The large amount of complex factual material may also have played a part in the difficulty. From the responses given, it appears that the section on family structure and familial relationships need refining and perhaps shortening. The other section also needs attention but not as much as the family section. The counselors did indicate, though, that for the bulk of them the unit was very meaningful and helpful.

Unit IV, it appears, although rated as meaningful and helpful overall, did not as adequately meet its behavioral objectives as the overall rating showed. It is possible that here, as in Unit III, there was too vast an amount of factual, textbook-type information. The responses of the counselors did, however, establish that they had grasped much of the content of this unit on vocational counseling and could apply it to their own situation.

TABLE V-3

Mean Responses to Behavioral Objectives of the Counselor Training Package*

Item No. Unit No.	1	2	3	4	5	6
I N=31	1.55	2.4	1.61	1.8		
II N=27	1.33	1.7	1.4	1.5		
III N=28	2.1	1.96	2.0	1.68	1.64	1.75
IV N=31	1.8	1.8	1.6	1.63		
V N=29	1.72	1.79	1.44			
VI N=28	1.5	1.46	1.34	1.28	1.35	

*A rating of 1.00 indicates excellent while a rating of 7.00 indicates poor.

The responses to Unit V show that it was a very good learning experience. The counselors rated it as very meaningful and helpful. Their responses also established that they had grasped the intricacies and nuances of family relationships and difficulties. This is especially promising in light of the difficulties with understanding family structure as contained in Unit III. It is very good that this unit went over well, since it concerns a rather delicate and potentially difficult area for the ABE counselor.

Unit VI received the best ratings on the individual objectives and the overall rating of helpfulness and meaningfulness. It appears that the counselors readily and ably grasped the purposes and content of the unit and internalized what it had to say. They indicated that it was the most useful and meaningful of all the units.

The written comments of the counselors bear out their numerical comments. The package, from the counselors' comments, appears to have been a most successful and useful endeavor.

ANALYSIS OF SUBJECTIVE EVALUATION

In the hope of getting honest, objective feedback, the instructions for the subjective evaluation were kept brief and simple, and participants were instructed to remain anonymous.

Following are the two paragraphs which were printed on the first page:

> **Please read the following and give your opinion as to whether or not each unit was *comprehensive* (did it touch on all subjects appropriate to that area?) and *effectively stated* (was it too dry and bookish or too informal, etc.?).**
>
> **You may be brief or long-winded, as you choose, but do be honest. Do *not* put your name on the sheet.**

On following pages space was provided for the participant to answer the above questions in regard to each individual unit. (See Appendix V-B.) The evaluations were collected in such a manner as to insure that the promise of anonymity was a serious one.

Responses were tabulated in two ways—by frequencies and by percentages. Results appear as Tables V-4 and V-5.

TABLE V-4

Subjective Evaluation of Counselor Package
Frequencies

		Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
Comprehensive	Positive	17	17	16	14	16	14
	Negative	4	3	4	5	3	6
	No Response	0	1	1	2	2	1
Effectively Stated	Positive	19	15	17	16	15	16
	Negative	1	4	3	3	4	4
	No Response	1	1	1	2	2	1

N = 21

TABLE V-5

Subjective Evaluation of Counselor Package
Percentages

		Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
Comprehensive	Positive	81%	81%	76%	67%	76%	67%
	Negative	19%	14%	19%	23%	14%	28%
	No Response		5%	5%	10%	10%	5%
Effectively Stated	Positive	90%	71%	81%	76%	71%	76%
	Negative	5%	19%	14%	14%	19%	19%
	No Response	5%	10%	5%	10%	10%	5%

Eighty-one percent of the respondents said that Unit I was comprehensive, and 90% felt that it was effectively stated. A typical positive comment was, "The introduction was very comprehensive. In my opinion it was very well done." A negative statement: "Is this necessary? I know most persons utilizing this could probably omit it without loss and save time if time is important in that situation."

Unit II also received a positive vote of 81%, while 71% said that it was effectively stated. Many of those who felt that the unit—which deals with the function of the ABE counselor—was well done had doubts of another kind: "Function correctly stated, but realistic conditions which now exist will not permit this performance." This attitude recurred throughout the Institute; it will be discussed in the closing portion of this section. One counselor wondered whether we were "sure we didn't have a social worker in mind" for this job.

Seventy-six percent of the counselors felt that Unit III—Awareness—was comprehensive, and 81% voted "yes" on whether or not it was effectively stated. Positive comments centered around the fact that additional facts about other races and ethnic groups are genuinely helpful to counselors: "Concepts were stated that were new to me. For a man who has been in the guidance business a long time, some revelations concerning the Negro and the Mexican-American will be beneficial to me in the future."

Vocational Counseling was the topic of Unit IV. Positive votes on whether or not it was comprehensive amounted to 67%, while 76% said that it was effectively stated. A positive comment: "I feel that there is a full coverage in the area of vocational counseling in this package. I see no improvement to be made here." A negative remark: "Section A—Good, Sections B and C—why spend so many pages on two examples? These are very little different from those programs in all states."

Unit V was devoted to Personal Counseling. Seventy-six percent of the participants gave it a positive rating for "comprehensive," and 71% felt that it was effectively stated. A positive statement: "Interview or counseling session very good. Many good techniques were observed." A doubter put it this way: "I am not sure that this can be used in its entirety with the lower class ABE student; maybe we should work on some type of counseling to help that extremely jealous husband or wife."

Educational Counseling was the title of Unit VI. Sixty-seven percent of the respondents said it was comprehensive, and 76% thought it effectively stated. A positive comment: "Very well written in relationship to ABE. This is one area we feel most competent in." A negative statement: "Not enough. Looks to me as though you ran out of time and just closed the tail gate."

The most valuable suggestions for improvement included the following: Use a short film to demonstrate vocational counseling techniques. In the written material, use more situational examples. For the section on ethnic differences, break it down by state because some ethnic groups, particularly Mexican-American, or Spanish-American, as New Mexicans prefer, differ widely in customs and terms between the states.

The most general misunderstanding which emerged from this subjective evaluation is that the authors of the package feel that the millennium has already come, that we are in a position right now, today, to have master's degree counselors with experience with adults in all ABE programs. This needs to be cleared up. Two things were meant to be provided by the Counselor Package: (1) Timely and practical suggestions for making the best of the situation as it exists today and with the personnel available right now and (2) goals for the future and methods to achieve those goals.

USE OF FEEDBACK IN ALTERING THE PACKAGE

As noted above, the Counselor Orientation Package made its "debut" at the Austin 1970 ABE Teacher-Trainer Institute. During this Institute, the package was viewed informally by all participants—108 ABE teachers, counselors, and administrators. Provision was made for the package to be "on display" several nights so that each participant could preview it at his own particular pace. On two separate nights, the package was presented in abbreviated form to several participants. Additionally, 30 experienced ABE counselors spent three days formally going through the package on a unit-by-unit basis.

From these several types of exposure, the Central Project Staff was able to get a considerable amount and variety of feedback from Institute participants. As noted, formal measurement devices were used with the counselors who spent time intensely viewing the package. Thus, from these objective and subjective types of measurements, the Central Project Staff has compiled information representing wide-ranging reactions to the package, both as to content and artistic style. This information has been categorized on a unit-by-unit basis and undoubtedly will prove beneficial in the revision of the package during the coming Project year.

USE OF THE PACKAGE IN ARKANSAS AND NEW MEXICO, SUMMER 1970

Production of the original 25 copies of the Counselor Orientation Package was completed on April 30, 1970. Distribution to the states in Region VI began immediately. Upon reviewing the package, personnel in Arkansas and New Mexico decided to incorporate the package into the programs of institutes and training programs already scheduled for the summer. It is estimated that about 60 additional counselors will view the package in these two states during summer training. With the addition of these counselors to the viewing audience, the package will have been studied in depth by almost 100 counselors in Region VI within 90 days of its publication. It is anticipated that additional feedback from these counselors will be received by the Central Project Staff in Austin. This feedback will be added to evaluations already taken to form the basis for package revision.

APPENDICES TO

SECTION V

APPENDIX V-A

ADULT BASIC EDUCATION
TEACHER-TRAINER INSTITUTE

BEHAVIORAL OBJECTIVES

COUNSELOR ORIENTATION PACKAGE

Unit I. Performance Objectives:

After Unit I of the Counselor Orientation Program the counselor will be able to:

1. name the type of counselor and counseling background for whom the program was designed.
   Achievement of Objective:

Excellent						Poor
1	2	3	4	5	6	7

2. name one alternate utilization for the package which differs from the proposed utilization in the conference.
   Achievement of Objective:

Excellent						Poor
1	2	3	4	5	6	7

3. cite the six units composing the counselor program.
   Achievement of Objective:

Excellent						Poor
1	2	3	4	5	6	7

Today's objectives and activities pertaining to Unit I of the Counselor Package were meaningful or helpful to me:

Very Much						Not At All
1	2	3	4	5	6	7

COMMENTS:

Unit II. Performance Objectives:

After Unit II of the Counselor Orientation Program the counselor will be able to:

1. state three roles of the ABE counselor.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

2. state two personality characteristics essential to becoming a successful ABE counselor, according to current research.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

3. cite two optional functions of the ABE counselor.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

Today's objectives and activities pertaining to Unit II of the Counselor Package were meaningful or helpful to me:
Very Much
Not At All

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

COMMENTS:

Unit III. Performance Objectives:

After Unit III of the Counselor Orientation Program the counselor will be able to:

1. describe three barriers to intra-family communication.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

2. cite the structure of the Anglo, Black, and Mexican-American family.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

3. identify the one predominate index differentiating social class in the United States.
Achievement of Objective:
Excellent
Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

4. cite the one area of an ABE student's life most likely to create internal conflict within the student which, in turn, complicates the counseling process.
Achievement of Objective:
Excellent Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

5. describe three characteristics which differentiate the rural adult student from the urban adult student.
Achievement of Objective:
Excellent Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

Today's objectives and activities pertaining to Unit III of the Counselor Package were meaningful or helpful to me:
Very Much Not At All

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

COMMENTS:

Unit IV. Performance Objectives:

After Unit IV of the Counselor Orientation Program the participants will be able to:

1. state two theories of vocational choice to his/her setting in the ABE program.
Achievement of Objective:
Excellent Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

2. cite three of six major elements necessary in building a successful vocational counseling program in the ABE setting.
Achievement of Objective:
Excellent Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

3. state six major points of the personality inventory obtained from the student resume forms.
Achievement of Objective:
Excellent Poor

___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7

Today's objectives and activities pertaining to Unit IV of the Counselor Package were meaningful or helpful to me:

Very Much						Not At All
____	____	____	____	____	____	____
1	2	3	4	5	6	7

COMMENTS:

Unit V. Performance Objectives:

After Unit V of the Counselor Orientation Program the participant will be able to:

1. state five major areas which create marital conflict.
   Achievement of Objective:

Excellent						Poor
____	____	____	____	____	____	____
1	2	3	4	5	6	7

2. cite the characteristics of successful intra-family communication.
   Achievement of Objective:

Excellent						Poor
____	____	____	____	____	____	____
1	2	3	4	5	6	7

Today's objectives and activities pertaining to Unit V of the Counselor Package were meaningful or helpful to me:

Very Much						Not At All
____	____	____	____	____	____	____
1	2	3	4	5	6	7

Unit VI. Performance Objectives:

After Unit VI of the Counselor Orientation Program the participant will be able to:

1. state the ultimate goal of any type of educational counseling.
   Achievement of Objective:

Excellent						Poor
____	____	____	____	____	____	____
1	2	3	4	5	6	7

2. list three sources of securing the educational history of a prospective student.
   Achievement of Objective:

Excellent						Poor
____	____	____	____	____	____	____
1	2	3	4	5	6	7

3. cite the two categories of an educational plan for the ABE student.
Achievement of Objective:
Excellent Poor

1	2	3	4	5	6	7

4. state two different types of learning disabilities.
Achievement of Objective:
Excellent Poor

1	2	3	4	5	6	7

Today's objectives and activities pertaining to Unit VI of the Counselor Package were meaningful or helpful to me:

Very Much Not At All

1	2	3	4	5	6	7

COMMENTS:

APPENDIX V-B

ADULT BASIC EDUCATION
TEACHER-TRAINER INSTITUTE

SUBJECTIVE EVALUATION

COUNSELOR ORIENTATION PACKAGE

Please read the following and give your opinion as to whether or not each Unit was comprehensive (did it touch on all subjects appropriate to that area?) and effectively stated (was it too dry and bookish or too informal, etc.).

You may be brief or long-winded, as you choose, but do be honest. Do not put your name on the sheet.

Unit I--Introduction
Comprehensive:
Effectively Stated:

Unit II--Function of the ABE Counselor
Comprehensive:
Effectively Stated:

Unit III--Awareness
Comprehensive:
Effectively Stated:

Unit IV--Vocational Counseling
Comprehensive:
Effectively Stated:

Unit V--Personal Counseling
Comprehensive:
Effectively Stated:

Unit VI--Educational Counseling
Comprehensive:
Effectively Stated:

Section VI

Evaluation of Guidance and Counseling Project for ABE, Region VI, FY 1970

EVALUATION OF GUIDANCE AND COUNSELING PROJECT FOR ABE, REGION VI, FY 1970

INTRODUCTION

This evaluation was conducted by Dr. Maurice Dutton; Director, Education Applications Division, ARBEC, Incorporated (Associates for Research in Business, Education, and Computers), Austin, Texas. Personal visits were made to each of the five states in Region VI. These visits included on-site interviews with ABE personnel in the State Departments of Education, with University consultants, with personnel associated with special projects, and with the directors, teachers, counselors, and students in the large and small pilot projects.

The basic format of each visit consisted of:

1. A visit with the ABE personnel in the State Department of Education in regard to:
    a. Statewide training given to ABE teachers and counselors which focused on guidance and counseling
    b. Use of teacher trainers, university consultants, and other university personnel
    c. Any special projects being conducted in relationship to guidance and counseling
    d. Statewide plans for expanding and/or improving guidance and counseling in the ABE programs
    e. Recommendations for improving guidance and counseling services for ABE students.
2. A visit to the large and small pilot project centers in regard to:
    a. Training given to pilot center personnel
    b. Roles of directors, counselors, and teachers in guidance and counseling functions
    c. Any special projects or activities being conducted
    d. Plans for expanding and/or improving guidance and counseling in their programs

e. Recommendations for improving guidance and counseling services for the ABE students

The basic purpose in any evaluation is to gather information which will be useful in making future decisions. Normally this is done by gathering specific types of information in a systematic and controlled manner, and then relating this information to pre-established standards and/or goals. For most people, the term "evaluation" carries a strong connotation for specifying success or failure in a venture. All the above statements hold true for this evaluation. However, it is important to clarify the "standards and/or goals" to which this evaluation was related.

Primarily, this evaluation was interested in determining:

1. The usefulness of the "Teacher Awareness Package" in the training activities of the five states
2. The usefulness of the teacher trainers prepared in the ABE Summer Institute in Austin, Texas, during the summer of 1969
3. The amount of useful information, procedures, and materials generated relating to the guidance and counseling of ABE students
4. The attitudes of the directors, counselors, and teachers in regard to a more structured and formalized approach to providing guidance and counseling to ABE students

The foregoing "goals" lend themselves to a very functional criteria for determining success or failure. The basic question raised is: "Did the preplanning, as reported in the Phase I and Phase II Reports, generate materials, training programs, and planned guidance and counseling programs which proved useful as implemented in the five states?" Since the FY 1969 project was of a developmental and experimental nature, it is "useful" to know those portions of the plans which were not very effective, as well as what appeared effective.

This evaluation relied heavily upon the judgmental statements of those persons interviewed for determining "usefulness." It is, therefore, largely subjective and nonstatistical in nature. However, being subjective and nonstatistical does not mean the information collected is not valid for use in making future decisions. Quite the contrary, the persons interviewed were those persons who have had extensive experience "teaching and advising" adult students who were seeking assistance in self-improvement and who could and would leave if they felt their needs were not being met.

In addition to the information gathered in the interviews themselves, this report includes information gathered or produced by those interviewed and discussed with the evaluator. Where the information is directly related to the topics covered in the evaluation, it will be included in the body of this report. Additional information may be found in the Appendix.

The major objective of this evaluation was to assist in gathering and systematizing the basic knowledge and techniques developed through insightful experience by those supervisors, teachers, and counselors who have been successful with ABE students.

The information included in this report was gathered on visits to the five states in Region VI. These visits were made on the following dates:

Texas–May 25, 26, 27
Arkansas–June 1
New Mexico–June 8, 9, 10
Oklahoma–June 15, 16
Louisiana–June 29, 30, July 1

The format for the remainder of this report will be to present the information gathered from each of the five states and to conclude with a general summary and recommendations drawn from the information gathered.

Each state report will be organized as follows and will include the information indicated to the extent the information was provided:

1. State Department Operations
    a. Statewide training
    b. Use of teacher-trainers, general consultants, and university personnel
    c. Special projects
    d. Plans for expanding and/or improving the ABE guidance and counseling functions
    e. Recommendations
2. Large Pilot Program
    a. Training provided

    b. Role of the supervisor, teacher, and counselor in the guidance and counseling functions
    c. Special projects or activities
    d. Plans for expanding and/or improving the ABE guidance and counseling functions
    e. Recommendations
3. Small Pilot Program
    a. Training provided
    b. Role of the supervisor, teacher, and counselor in the guidance and counseling functions
    c. Special projects or activities
    d. Plans for expanding and/or improving the ABE guidance and counseling functions
    e. Recommendations

ARKANSAS

The trip to Arkansas included a visit to the State Department of Education in Little Rock, a visit to the Little Rock Adult Vocational School (large pilot center), a visit to Jonesboro (little pilot center), and a visit to Dr. Alvin McRaven at Arkansas State University (university consultant).

The following persons were interviewed:

1. State Department of Education
   Mr. Luther Black, ABE State Supervisor
   Mr. Buel R. Lyle, ABE Guidance and Counseling Project Director
   Mr. Jim Paul Franks, Guidance and Counseling, State Department of Education
2. Special Consultants
   Dr. Alvin McRaven, ABE University Consultant, Arkansas State University
3. Large Pilot Center (Little Rock Adult Vocational School)
   Mrs. Martha Nelsen, ABE Supervisor
   Mr. Glynn McCalman, ABE Counselor
   Mr. Shirley, Student
   Group of four ABE Teachers
4. Little Pilot Center (Jonesboro Cluster)
   Mr. Roy Croom, ABE Supervisor

Mr. Dave Holbrook, ABE Counselor
Mr. Tom Brown, ABE Supervisor and Counselor

State Department Operations

Statewide Training

The Teacher Awareness Package was used in a statewide training program to assist ABE teachers in doing a better job with the guidance and counseling functions.

State Workshops. Eight teacher trainers attended the ABE Institute in Austin, Texas, during the summer of 1969. These teacher trainers were then used to present the Teacher Awareness Package at the Arkansas State ABE Workshop held later in the summer of 1969. The state workshop was scheduled for two weeks, and one week was devoted to the use of the Teacher Awareness Package.

Area Workshops. In addition the the state workshops, six area workshops were conducted. These area workshops were held throughout the state in an attempt to reach all ABE teachers in the state. They were held on Saturdays and were scheduled for six hours. Approximately 360 teachers, counselors, and other interested persons attended these workshops. Since the original "package" was designed for 20 hours of instruction, only selected portions were utilized in the six-hour workshops. Priority was given to the following units: (1) Awareness of Human Needs, Part I; (2) Emotional Needs of Adults; (3) Domestic Problems–Dropouts; and (4) Education, Parts A & B. On Friday, October 17, 1969, Mr. Bud Lyle, State Supervisor of Adult Education and Project Director for the Guidance and Counseling Project in Arkansas, held a state meeting of workshop directors and teacher trainers for area Adult Basic Education workshops to be held throughout the state. In addition to Mr. Luther H. Black, State Director, and Mr. J. Benton Allen, State Supervisor, all workshop directors and teacher trainers attended the meeting. The meeting was held at Little Rock Adult Vocational School. The following plans resulted from this meeting.

Schedule of Area Workshops:

November 15, 1969–Arkansas Valley Voc-Tech School, Ozark, Arkansas

Workshop Director: Doyle Duckett

Teacher Trainers: Roy Smith, Millard Hullender, E. T. Shuffield

Counties and number of teachers:

Crawford	2	Sebastian	3
Franklin	2	Madison	0
Johnson	7	Washington	0
Pope	5	Benton	1
Conway	11	Boone	0
Van Buren	1	Marion	0
Searcy	0	Baxter	0
Carroll	0	Scott	9
Newton	0	Logan	9
Yell	0		

TOTAL: 49

November 22, 1969–Cotton Plant Vocational High School, Cotton Plant, Arkansas

Workshop Director: J. C. Babbs

Teacher Trainers: E. E. Norman, George Meekin, Martha Nelsen, William Keaton

Counties and number of teachers:

Woodruff	25	St. Francis	20
Lee	14	Monroe	14
Prarie	0		

TOTAL: 73

December 13, 1969–Arkadelphia High School., Arkadelphia, Arkansas

Workshop Director: William T. Keaton

Teacher Trainers: William Hullender, Martha Nelsen, George Meekin

Counties and number of teachers:

Union	6	Clark	12
Hempstead	7	Lafayette	2
Howard	0	Owachita	14
Little River	0	Columbia	3
Pike	0	Nevada	6
Miller	1	Sevier	1

Polk	0	Montgomery	2
Garland	2	Hot Springs	0

TOTAL: 56

January 10, 1970–Little Rock Adult Vocational School, Little Rock, Arkansas

Workshop Director: Martha Nelsen

Teacher Trainers: William Keaton, J. C. Babbs, Roy Smith, E. T. Shuffield

Counties and number of teachers:

Pulaski	45	Grant	0
Saline	7	Perry	1
Faulkner	10	White	0

TOTAL: 63

January 17, 1970–Pines Voc-Technical High School, Pine Bluff, Arkansas

Workshop Director: Buddy Lyle

Teacher Trainers: William Keaton, George Meekin, Martha Nelsen, E. E. Norman

Counties and number of teachers:

Lonoke	9	Bradley	2
Arkansas	10	Chicot	0
Phillips	16	Jefferson	15
Drew	0	Lincoln	6
Ashley	4	Dallas	3
Cleveland	1	Calhoun	2
Desha	6		

TOTAL: 74

January 24, 1970–Newport High School, Newport, Arkansas

Workshop Director: Doyle Burke

Teacher Trainers: J. C. Babbs, Martha Nelsen, E. E. Norman

Counties and number of teachers:

Jackson	2	Cleburne	2
Izard	0	Sharp	0
Lawrence	0	Greene	1
Clay	2	Poinsett	1
Mississippi	20	Cross	5
Independence	5	Stone	0
Fulton	0	Randolph	0
Craighead	2	Crittenden	17

TOTAL: 73

Program Schedule for Area Workshops:

9:00–9:30	Registration
9:30–10:00	Greetings, Introduction to Package
10:00–11:45	Groups
11:45–12:45	Lunch
12:45–2:15	Groups
2:15–2:30	Break
2:30–3:15	Groups
3:15–3:45	General Session, Wrap-up, Local Problem Discussion

Duties of Workshop Director:

1. Coordinate workshop.
2. Arrange for dates, facilities, media needed.
3. Present introduction to Guidance and Counseling Package or appoint one of his teacher trainers to do so.
4. Preside over final session of workshop.
5. Meet with teacher trainers at 8:00 a.m. on workshop day for final instructions to teacher trainers.
6. Print program for workshop; designate group assignments; supply name tags, any materials needed, etc.
7. Arrange for local school person to give official greeting to workshop.
8. Arrange for local publicity on workshop.
9. Keep state office informed on developments of planning in local workshop.
10. Keep accurate record of those attending.

Duties of Teacher Trainers:

1. Arrive at workshop at 8:00 a.m. to meet with workshop director.
2. Be prepared to present package to group teachers, using the following priorities:
   a. Awareness of Human Needs, Part I
   b. Emotional Needs of Adults
   c. Domestic Problems—Dropouts
   d. Education, Parts A & B
3. Notify state office immediately if conflict arises, so that a replacement may be arranged.

State Department Responsibilities:

1. Send out notice of all workshops to superintendents.
2. Notify participants who will respond to workshop directors—two weeks prior to workshop.
3. Arrange for Master Units to be at workshop sites.
4. Arrange statewide publicity.
5. Determine, in conjunction with U. T., if pretest and posttest are to be given.
6. Determine whether stipend or expenses shall be given to participants, and if so, how much.
7. Arrange financial payments.
8. Approve or disapprove workshop expenses which may be unusual or not already discussed.
9. Make additional assignments of teacher trainers if conflicts arise.
10. Mr. Lyle or a representative from the State Department will attend each workshop.

Evaluation and Recommendation Following Area Workshops:

In general, the participants felt that the area workshops were most beneficial. Evaluation forms were administered at the end of each area workshop. Composite evaluation forms and participant comments may be found in Appendix VI-A.

Mr. Bud Lyle made the following observations and recommendations in regard to the use of the Teacher Awareness Package.

The materials in the package are generally good. The introduction unit is particularly good in helping to identify who the ABE student is. This package is good for orientation of new ABE teachers, and its use for that purpose should be continued.

The area workshops lasted only one day and the presentations were, therefore, condensed versions of the package. This created a real time pressure. More time would have been preferable.

The workshops are better when there are two people presenting rather than just one. There is more chance for interaction and stimulation of the participants. The mechanics of the audio-visual presentations makes it preferable to have an assistant helping.

The primary benefit of the workshops came from the group discussions. The group leaders should encourage discussion and should interact only when needed. The group members should be allowed to determine the amount of time they want to spend on each unit (determine the priorities meaningful to them).

In the education and referral agency units, local slides and information should be substituted. It is more meaningful to refer to local and specific information.

Use of Teacher Trainers and Consultants

The teacher trainers were utilized extensively in the area workshops. University consultants and consultants from the state departments of education of Arkansas, Louisiana, and Oklahoma also were utilized in the area workshops.

Dr. Alvin McRaven served not only as a consultant to the area workshops, but also as a special consultant to the Arkansas State Department of Education and to the large and small pilot projects.

Mr. Roy Fuller, a graduate assistant at Arkansas State University, worked under the direction of Mr. Lyle in the administration and processing of the Biographical Data Forms and of the tests.

Area Workshops. On Saturday, November 15, 1969, the first workshop was held at the Arkansas Valley Vocational-Technical School in Ozark. There were 32 in attendance. Mrs. Mattie Harrison of Oklahoma and Mr. Bobby Boyet of Louisiana served as consultants for this workshop. On Saturday, November 24, 1969, the workshop was held at the Cotton Plant Vocational High School in Cotton Plant, Arkansas. There were 60 in attendance. Dr. Alvin McRaven of Arkansas State University served as consultant for this workshop. On Saturday, December 13, 1969, the third workshop was held in Arkadelphia, Arkansas, at the Arkadelphia High School. There were approximately 60 in attendance. Dr. Alvin McRaven and Mr. Jim Paul Franks of the State Department of Education served as consultants for this workshop. On Saturday, January 10, 1970, approximately 65 teachers, counselors, and supervisors of Adult Basic Education were in attendance at the Little Rock Vocational School. These participants had gathered for a one-day workshop directed by Mrs. Martha Nelsen, local ABE supervisor. The teacher trainers for the workshop were William Keaton of Arkadelphia, J. C. Babbs of Cotton Plant, E. T. Shuffield of the University of Arkansas, Roy Smith of Fayetteville, J. Benton Allen of the state office and Glynn McCalman of Little Rock. On Saturday, January 17, 1970, the Pine Bluff workshop was held at the Pines Vocational-Technical School. This was the largest workshop of the six held. There were 77 registered participants. Mr. Bud Lyle served as workshop director, with the help of Shirrell Halbrook, Assistant Director at Pines. Teacher trainers for the workshop were Mrs. Martha Nelsen of Little Rock, William Keaton of Arkadelphia, E. E. Norman of Forrest City, George Meekins of Stuttgart, Glynn McCalman of Little Rock, and James Wise of Little Rock. Dr. Dolph Camp served as a consultant for the workshop. On Saturday, January 24, 1970, Newport High School was the site of the last workshop. Mr. Doyle Burke, Curriculum Coordinator for the Newport Schools, served as workshop director. There were 55 in attendance. Teacher trainers were Mrs. Martha Nelsen of Little Rock, William Keaton of Arkadelphia, E. E. Norman of Forrest City, J. Benton Allen of the state office of ABE. Dr. Dolph Camp and Dr. Alvin McRaven served as consultants for this workshop.

Biographical Data Forms. The Biographical Data Forms proved to be very difficult to administer to ABE students. Mr. Lyle and the personnel from the large and small pilot centers were all in agreement on this point. The wording of the form was too difficult for ABE students and usually required almost individual administration. It could not be administered in large groups, and administration to small groups also proved difficult. The importance of gathering and analyzing more information about the ABE student was recognized. However, it was strongly recommended that the Biographical Data Form be redesigned, using simple words and word phrases that ABE students can read and understand.

University Consultant. Dr. Alvin McRaven, Arkansas State University, is the regular university consultant utilized in the ABE Guidance and Counseling Project. He was used in the Area Teacher Training Workshops, in addition to acting as a general consultant to the State Department of Education and the large and small pilot centers. A magazine article written by Dr. McRaven may be found in Appendix VI-B. The following is a summary of the information obtained in a personal interview with Dr. McRaven.

1. ABE Students. We know very little about the characteristics of the ABE student. When we know more we will be better able to provide improved training programs and will be better able to predict the chances for success of the ABE students entering a particular program. We are badly in need of extensive research designed to gather and interpret information about the characteristics of the ABE student. Many students are in ABE classes for personal improvement. However, it is estimated that approximately 50 to 60 percent are in class for vocational improvement.

2. Curriculum and Teaching Techniques. The ABE program is based on the failures of the public schools. We need more and better teaching materials and techniques to be successful with the ABE student. We need well-designed developmental sequences for materials, for the curriculum, and for instructional media. Where possible, ABE classes should be related to or coordinated with vocational training programs.

3. Teacher Awareness Package. The primary strength of the Teacher Awareness Package is that it focuses on (1) the multiplicity of problems ABE students have and (2) the depth (intensity) of these problems. It, therefore, made the teachers, counselors, and supervisors more aware of the people with whom they are dealing. Being aware of a problem, however, does not mean that a person can solve the problem. The training with the Teacher Awareness Package gave the teachers a better understanding of the problem but did not help them with basic guidance techniques (except in referral). Awareness, in itself, is helpful for a teacher in a teaching/learning situation. The warmth of the awareness creates an affective atmosphere that increases cognitive learning.

4. Role of Teacher and of Counselor. The primary purpose of a teacher is to teach content. The classroom teacher cannot deal with the multiplicity of problems that the ABE students bring to class, except on a surface level. It

takes a trained, skilled professional to deal with the problems of the ABE students. Even he may not be able to deal with all of them. We can train the teachers to a higher skill in personnel work. The question becomes one of the practical use of the teacher's time. At what point is it more practical to utilize a professional counselor? There is no point in taking the top teachers and giving them extensive training in counseling. We need to train counselors to work with adult students and bring them into a working relationship with teachers and administrators. The teacher working with a counselor as a part of a team is a more efficient approach than trying to train a teacher to do everything.

5. Recommendations. The following recommendations for improving the guidance and counseling functions of the ABE program were made by Dr. McRaven:

a. It is essential that the next step be to utilize professional counselors in the program.
b. A "Counselor Awareness" training program needs to be developed to train counselors to work effectively with adult students.
c. Over the next two to four years, we need to begin developing a system of the characteristics of the ABE student.
d. Counselors need to get with teachers to develop better relations in working with ABE students (team in-service training).

State Department of Education Guidance Consultant. Mr. Jim Paul Franks has been given released time from his regular duties by the Director of Guidance in order to act as a consultant to th ABE program. Mr. Franks, in his regular duties, works with the public school guidance and counseling programs. A very productive team approach appears to have developed between the ABE and the guidance personnel in the State Department of Education. The university consultant also works very closely with this team. The following information is summarized from an interview with Mr. Franks.

1. ABE Guidance and Counseling Project. This project has brought ABE and Guidance together in a productive relationship at the state level. It also has created closer

working relationships between the colleges and the State Department of Education. Mr. Franks feels that these relationships may prove to be very fruitful far beyond their original purposes. Some consideration is being given to using the Teacher Awareness Package with all the guidance counselors in the public schools in Arkansas.

2. Teacher Awareness Package. The use of the package has generated an unusual amount of interest and discussion in the workshops which Mr. Franks attended. One of the primary benefits derived from its use was that it made the participants of the workshops feel that the ABE student is not a "no-good person" but a human being with needs and special problems. It was particularly helpful in assisting persons with middle class values to better understand ABE students.

The package also made teachers aware that, even though a student might be working on a third grade academic level, he is an adult and must be treated as one. The training helped the teachers understand and use the referral agencies better. The discussion feature of the package design is one of its strongest points. In fact, more time in the training programs could be devoted to the discussions.

3. Role of Teacher and of Counselor. All teachers can be trained to do a better job in guidance functions. Teachers can be trained (1) to be sensitive to what ABE students are saying and to what they want, (2) to accept the ABE student as a human being, and (3) to accept the values of the ABE student. Time is a major factor in determining what a teacher should do in addition to teaching subject content. The teacher can gather personal information about the students, visit the homes, and provide other guidance services. However, a trained counselor should be able to provide these services better and more efficiently.

Counseling is usually done on a one-to-one basis. It is difficult to teach and to be a good counselor at the same time. We should put trained counselors into the ABE programs wherever possible.

State Plans and Recommendations

Mr. Luther Black, ABE State Supervisor, stated that the ABE Guidance and Counseling Project has created some cooperative actions that may prove to be more beneficial than its original purpose. A magazine article written by Mr. Black is located in Appendix VI-B .

The Counseling Department, the ABE Department, and the university people have been working closely together. They have developed positive relationships that go beyond the ABE Guidance and Counseling Project. This project has also provided a chance for other state agencies to learn about ABE.

The project has improved State Department of Education relationships with local school districts. Superintendents have become involved as well as teachers. Out of the local-level and state-level interactions has developed a spirit of unity that did not previously exist.

Teacher Awareness Package. Mr. Black believes that the Teacher Awareness Package not only increased awareness about guidance and counseling functions related to the ABE student, but also increased content, instructional, curriculum, and administrative *awareness* in regard to the ABE student. Everyone has also become more aware of *priorities.* The following reasons were stated as contributing to the strength and success of the Teacher Awareness Package.

1. Documented evidence was used, not just theory.
2. Cadre approach was used in training persons to use the package.
3. Flexibility was used in designing and executing the program—it was well integrated into the total program.
4. It was not developed as a one-man idea. A consortium approach was used with constant interaction and change as the package was developed.
5. Content and audio-visual approach were well integrated.

Recommendations. The following recommendations were made:

1. The Teacher Awareness Package should be made available as a general foundations course for all teachers.

2. Findings of the program should be restudied to see how they could be applied to education in general.
3. Guidance and counseling needs to be studied further. De-emphasize tests and emphasize human interactions.
4. More information is needed on what causes the "blocks" between teachers and students.
5. More and better content that is relevant to adults is needed.

Large Pilot Program

The large pilot program was conducted at the Little Rock Vocational School. The ABE program had approximately 78 full-time and 125 part-time students. The ABE program is staffed by a full-time supervisor, a part-time night supervisor, a part-time counselor, five full-time teachers, and nine part-time teachers. (See Appendix VI-C.)

Training

The Teacher Awareness Package was used for in-service training with the ABE staff. The entire package (20 hours) was used in four Saturday morning sessions. The sessions were conducted by Mrs. Martha Nelsen, Supervisor of ABE in the Little Rock Schools. The meetings were held in the Little Rock Vocational School from 8:00 a.m. until noon on November 1 and November 8. Two additional workshops were held at later dates. An outline of the first two programs, a composite evaluation form, and participant comments may be found in Appendix VI-D.

The ABE Teacher

The following is a summary of information gathered from a group interview held with three full-time and one part-time ABE teachers.

ABE Teacher. The teacher cannot be separated from counseling. He must be sensitive to the needs of his students. ABE students consider the personal concern they receive as vital—possibly even more important than the subject matter content. The ABE student will not respond to a teacher if the teacher does not show him this concern. This concern must be expressed in a way that lets the student know that the teacher considers the student as another human being and a person of value. The ABE teacher can express this concern by being sensitive to personal needs, by asking the students' friends about them when they are absent, by visiting them, and by sending them cards. Exactly how far a teacher carries his concern in regard to the personal life of the student depends on the student and the time and ability the teacher has for dealing with the problem.

An ABE teacher must be sincere and open at all times with the students. An ABE teacher must have a sense of humor. An ABE teacher should be consistent in his relationships with the students. ABE teachers should have more direct contact with students. The following are some suggestions that might be helpful:

1. Take students to in-service or information workshops with teachers.
2. Take class time to have students talk about their concerns and needs.
    a. Some students express a pressure of time; they want to learn to read and write; they do not like to take time for other things.
    b. Special time could be set aside on Saturdays for those who want it.

Characteristics of ABE Students. The ABE students are not generally "middle class." They have the following characteristics:

1. They have short-range goals; someone must be there giving them constant reinforcement.
2. They seem to have more problems than "normal," problems which are more intense due to lack of resources.
3. They look at themselves as failures (at least academically).
4. They do not know where to get help.
5. They have been victimized often enough to be suspicious of anyone.
6. They will "check you out" quickly.

Teacher Awareness Package. The most important section of the package was the one which dealt with the emotional needs of adults. The part which dealt with value systems and the differences between middle-class value systems and others was important. This training would be very important for ABE teachers before they start teaching.

The ABE Counselor. The counselor should be a professional in his area. It is important to have a specialist to aid the teacher. He can do testing and follow-up on nonattendance. He also can act as an arbitrator and counselor in problems which develop.

The ABE Counselor

Mr. Glynn McCalman was the part-time counselor for the Little Rock pilot center. Mr. McCalman was asked to keep a log of activities, and urged to make any comments pertinent to the duties and responsibilities of an ABE counselor. It was anticipated that this information would be valuable in defining the role and identifying some of the needs of a counselor in the typical ABE setting. This log of monthly activities may be found in Appendix VI-E.

Mr. McCalman also kept a record of the type of counselor-student interactions he had during one period of four and one-half weeks. It is listed below to indicate the type of problems students bring to a counselor.

Category	*Total No.*
Language difficulty	34
Financial Problems	120
Marital problems	46
Difficulty with children	59
Difficulty with family members other than spouse or children	33
Fear of academic failure	36
Personality conflict with teacher	0

Comments and additional categories:

Citizenship Roles (responsibilities and duties) 50 participants.

Contact with students has involved discussion of academic studies and the benefits derived from such studies.

All of the counseling concerning Adult Basic Education in the school concerns full-time students who are in need of reading and arithmetic skills to satisfactorily progress in the vocational area of training they are enrolled in. Tests are administered to all students when they enter school. Those whose performance on the test is low are counseled and enrolled in the Adult Basic Education class for one hour a day. Generally, the students accept the training very well. One student has a fear of academic failure, and a counseling session of approximately 30 minutes was held with him. His performance in the class has improved considerably during the last three days. (The above comment comes from one of our area vocational-technical schools.)

Fear of failure appears to be the most frequent problem area. They generally feel unsure of their academic ability. This is understandable since they have experienced school failure in the past. This seems to be the major area of concern.

The following are observations and recommendations made by Mr. McCalman during an interview.

Quality of the supervisor is of key importance to the entire program.

The first-contact person is of key importance to the ABE student. Everyone must relate personally to the students.

It is important for the ABE student to be received warmly and to aquire and maintain a feeling of success.

Achievement is important in first experience. Start learning the first night. Orientation might come at the end of the second week.

Students should be tested the first night to get good placement. Bad placement is a cause for dropouts.

The teachers should have some in-service training on what the counselor can do for them.

The counselor should have personal interviews with all students. He should also keep a file on all students counseled.

The counselor should schedule some time with every class occassionally, both for group counseling and for renewing contacts.

"Staggering" the coffee breaks of the classes would help the counselor in having more opportunities for informal contacts.

Recommendations

Mrs. Martha Nelsen, ABE Supervisor, made the following recommendations:

1. Hire a full-time counselor and have a counselor available every evening, also.
2. Hire teacher aides who are products of the program. They relate well with students and would also be utilized in recruitment.
3. Prepare packages on group dynamics and on reading to be used in in-service training.

Small Pilot Program

The small pilot program was originally planned to be located in the Newport Special School District. However, when the enrollment in the ABE classes was not as high as hoped, an alternate plan was used. A Small Pilot Cluster concept was developed which utilized the ABE programs of Jonesboro West Side, Jonesboro, Newport, Green County Tech, Knobel, and Piggott, all located in the Jonesboro area and all of which had one or two class programs.

The following information is a summary of an interview conducted in Jonesboro with Mr. Roy Croom, ABE Supervisor; Mr. Dave Holbrook, ABE Counselor; and Mr. Tom Brown, ABE Supervisor and Counselor. All three men work part time. Mr. Brown started the year as a supervisor only; mid-year he was given additional pay to schedule some counseling time.

Teacher Awareness Training

Dr. Alvin McRaven conducted four Saturday morning meetings totaling 20 hours. The training was good in the information presented and in helping the teachers take a positive rather than a negative view of their students.

The ABE Teacher

The teacher is the key person. Although being able to teach content is important, being able to have a personal relationship with the adult student is vital.

The ABE teacher must have a sense of humor, be empathetic, have understanding, and show a lot of patience. It also helps to have an easy-going, informal air.

ABE Students

Most students are Anglo and are in the program for self-improvement. Some are in the program for vocational reasons and some for purely social reasons.

More information is needed on the ABE students. Good testing programs for placement are needed.

ABE Counselors

Most of the counselors' time has been spent in placement testing, absentee follow-up, and some personal counseling.

The small pilot programs have more difficulty providing counselors and counseling time.

Recommendations

Some of the guidance functions can be provided through social functions such as coffee breaks, picnics, and field trips.

Recruitment of Negro students could be assisted by hiring Negro teachers and by holding classes in schools in or close to Negro communities.

LOUISIANA

The trip to Louisiana included a visit to the State Department of Education in Baton Rouge; a visit to the Skill Center in Alexandria, Rapides Parish (large pilot program); a visit to the Lafourche Parish School District in Thibodaux (small pilot program); and a visit to Jefferson Parish and Orleans Parish ABE personnel in New Orleans.

The following persons were interviewed:

1. State Department of Education
   Mr. Earl Lee Hammett, Director, Adult Education
   Mr. C. C. Couvillion, Assistant Director of Adult Education and Guidance & Counseling Project Director
2. Large Pilot (Skills Center, Rapides Parish)
   Mr. Rudy L. Landry, Director

Mrs. C. W. Robinson, Counselor
Mrs. Nan Richards, Teacher
Mrs. Smith, Teacher

3. Small Pilot (Lafourche Parish)
   Mr. Paul Gaudet, Supervisor of Adult Education
   Mr. George Babin, Counselor
   Mr. Dennis Martinez, Teacher
   Mr. Rolland, Student
4. Others
   Mr. Walter Wright, Director of Continuing Education, Orleans Parish
   Mr. James Ellis, Supervisor of Adult Education, Jefferson Parish

State Department of Education Operations

Louisiana started a statewide Adult Education Program under the State Department of Education in 1951. It was funded from state sources. The ABE program was brought in under this division and coordinated with the state programs.

Statewide Training

All ABE personnel in Louisiana had an opportunity to attend one of the nine area teacher-training workshops on awareness of ABE student needs and problems. These workshops were conducted in various locations in Louisiana, mostly in institutions of higher learning.

Seven teacher trainers were selected to work with the State Department of Education in revising the Teacher Awareness Package for use in Louisiana. These same teacher trainers were then used in the nine area workshops.

The basic program for the nine area workshops follows.

7:45–8:00 . . . . REGISTRATION
8:00–8:20 . . . . INTRODUCTION
(General Session–All Participants)
8:30–12:00 . . . . SESSION NUMBER 1
(Small Groups)–"Awareness of ABE Student"
Part A . . . . "Characteristics of ABE Student"
Part B . . . . "Educational Characteristics of ABE Student"

Part C . . . . "Factors Which Are Different in Working With Adults"
COFFEE BREAK
(10:00–10:15)
(Return to Small Groups)
Part D . . . . "Needs of ABE Students"
Part E . . . . "Problems of ABE Students"
Section 1 . . . ."Domestic Problems"
Section 2 . . . . "Other Problems"
12:00–1:00 . . . . LUNCH
1:00–4:00 . . . . .SESSION NUMBER 2
(General Session–All Participants)
Part A . . . . "Thrust of the Program"
Part B . . . ."Relation to Instruction"
Part C . . . . "Referral Services"
BREAK
(2:15–2:20)
(Return to Small Groups)
Part D . . . . "Other Problem Areas for Teachers"
Section 1 . . . ."Dropouts"
Section 2 . . . . "Testing"
BREAK
(3:45–4:00)
4:00–5:30 . . . . .SESSION NUMBER 3
(General Session–All Participants)
Part A . . . ."Proposals"
Part B . . . ."Basic Principles in Interviewing and Group Guidance Services"
Part C . . . ."Development of Student's Individual Program & Evaluation"
Part D . . . ."Establishing Home Libraries"
5:30–6:00 . . . ."Workshop Evaluation"

The locations of the area workshops, the dates, estimated participants, and teacher trainers used are shown in Table VI-1. The participating parishes are shown in Table VI-2

Mr. Earl Hammett indicated that approximately 800 teachers and 150 other interested persons attended the nine area workshops. This included about 90% of all the ABE teachers in the state. The programs seemed to be very well

TABLE VI-1

Nine Area Workshops for ABE Teacher Awareness Training

Workshop No.	1	2	3	4	5	6	7	8	9
City	Thibodaux	Alexandria	Bossier City	Monroe	New Orleans	Baton Rouge	LaFayette	Hammond	Lake Charles
Place	Nicholls State College	Rapides Skill Center	Airline High School	N. E. Learning Center	LSU-NO	Baton Rouge High	USL	SLC	McNeese State College
Date	Jan. 10	Jan. 24	Jan. 31	Feb. 7	Feb. 21	Mar. 7	Mar. 14	Mar. 21	Apr. 4
Estimated No. Participants	55	95	125	65	135	75	165	50	60
No. Participating Per Group	14	16	18	13	19	13	23	13	15
Rooms Needed	1 large 4 small	1 large 6 small	1 large 7 small	1 large 5 small	1 large 7 small	1 large 5 small	1 large 7 small	1 large 4 small	1 large 4 small
Teacher Trainers									
LaVerne Gresham		X	X	X	X	X	X		X
George Bertrand		X	X	X	X	X	X		X
Jimmie Ellis	X	X	X	X	X		X	X	X
Charles Loeb, Jr.	X		X	X	X	X	X		X
Jim Soileau		X	X	X	X	X	X	X	X
Carl Spears	X	X	X		X	X	X	X	
Walter Wright	X	X	X		X		X	X	X

TABLE VI-2

Parishes Participating in Nine Area Workshops for ABE Teacher Awareness Training

Workshop	*Date*	*Place*	*Participating Parishes*
1	Jan. 10, 1970	Thibodaux	Lafourche, St. James, St. John, St. Mary, Terrebonne, St. Charles
2	Jan. 24, 1970	Alexandria	Avoyelles, Concordia, Grant, LaSalle, Natchitoches, Rapides, Vernon, Sabine
3	Jan. 31, 1970	Bossier City	Bienville, Bossier, Caddo, Claiborne, DeSoto, Webster
4	Feb. 7, 1970	Monroe	East Carroll, Jackson, Lincoln, Madison, City of Monroe, Ouachita, Richland, Union, Winn
5	Feb. 21, 1970	New Orleans	Jefferson, Orleans, St. Bernard
6	Mar. 7, 1970	Baton Rouge	Ascension, East Baton Rouge, East Feliciana, Iberville, Pointe Coupee, West Baton Rouge, West Feliciana
7	Mar. 14, 1970	Lafayette	Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, Vermilion
8	Mar. 21, 1970	Hammond	City of Bogalusa, Livingston, St. Helena, St. Tammany, Tangipahoa, Washington
9	April 4, 1970	Lake Charles	Allen, Beauregard, Calcasieu, Jefferson Davis

received and the participants found them most stimulating and helpful. See Appendix VI-F for comments by participants. Some of the strengths of the programs seemed to be:

1. The content was relevant; the problems covered were realistic.
2. The program kept moving; there were no dead spots.
3. Tapes and overlays were effective in stimulating new ideas and thoughts.
4. The small group work was very important; the sharing of ideas and information by the participants proved most fruitful.

Use of University Consultants and Other Personnel

Dr. Carrol W. Eubanks, Head of the Psychology and Counseling Education Department at Nicholls State College, was the university consultant to the project. Mr. Robert L. Kirkpatrick, a graduate assistant, worked under Dr. Eubanks' direction. Dr. Eubanks acted as a consultant to the State Department of Education and to the two pilot centers. he also attended two of the area workshops. Mr. Kirkpatrick not only acted as an assistant to Dr. Eubanks, but was also responsible for administering the Biographical Data Forms to the students in the pilot centers.

Contacts are being made in the colleges and universities in the state in an attempt to interest more professional guidance and counseling people in working with the problems associated with adult students.

Special Programs

Skill Centers. The ABE program has been combined with state programs in skill centers located in Alexandria, Baton Rouge, and Monroe. These skill centers combine academic and vocational-technical training.

Special Guidance and Counseling Program. A special state-level guidance and counseling program has been conducted for the past two years in five pilot parishes: East Feliciana, Evangeline, Lafourche, Rapides, and Tangipahoa. The basic format used in these parishes has been as follows:

1. Agreements were prepared and signed by state and local officials.

2. Three three-hour workshops were conducted by Mr. C. C. Couvillion and Mr. A. B. Sibley for the teachers. Other state agency representatives also have participated, e.g., health department and employment securities. The workshops were held in the evenings with the teachers being paid the same amount as if they were teaching.
3. The teachers implemented the guidance and counseling program with ABE students, as instructed.
4. Mr. Couvillion revisited the parishes two months after training to encourage teachers and give any assistance or advice requested.
5. At the beginning of the second year, a three-hour meeting was held in each parish to review the earlier presentation and make minor changes in the program.
6. All parishes participated in the teacher awareness training conducted in the area workshops during the past year (second year).

An additional ten parishes have requested this training program for the coming year. Six of the ten had participants at The University of Texas, Region VI Workshop, and the other four had participants at the Louisiana State Workshop. The motivation for requesting additional local training programs in guidance and counseling resulted from their experiences in the regional and state workshops.

State Plans for the Coming Year

1. Have local parish guidance and counseling programs in the 15 parishes mentioned in the previous section.
2. Have full-time certified counselors in each of the three skill centers (Alexandria, Baton Rouge, and Monroe).
3. Have part-time certified counselors in as many of the 15 local parish programs as possible.
4. Obtain some teachers (who are certified as counselors) who will be paid to teach ABE classes and counsel their own students.
5. Obtain some teachers (not certified as counselors) who will be paid to teach ABE classes and counsel their own students.

Under the special program, teachers may be hired to counsel up to three hours a week in addition to teaching an ABE class.

Two special report forms have been developed for use in both the state and the regional pilot programs. A special monthly report form for the teachers doing guidance and counseling work was developed. Each teacher's monthly report was submitted to the state office. A final Teachers Statistical and Narrative Report for the end of the year reporting was also developed. See Appendix VI-G for copies of both forms.

Large Pilot Program

The large pilot program is located in Rapides Parish at the Skill Center of the Rapides Parish School Board, 600 Jackson Street, Alexandria, Louisiana. This Skill Center has recently been established for adult education. Some 500 students were enrolled in various adult education programs. There were at least 250 students enrolled as ABE students. Mr. Rudy L. Landry is director of this center. Mrs. Lucille Peach, Supervisor of Adult Education in Rapides Parish, is the overall consultant of all of the activities in this center. Besides offering academic courses for ABE students, there were specialized services, including:

1. Speech and Hearing Clinic
2. Reading Clinic
3. Visual Handicapped Clinic

Inasmuch as daytime classes were conducted as well as evening classes, it was arranged to have only thes evening classes of ABE students to receive guidance and counseling services from their respective ABE teachers. The morning classes or daytime classes received guidance and counseling services only from the ABE teachers and not from a certified high school counselor.

Training

The teachers in the ABE program of the Skill Center in Alexandria participated in the local guidance and counseling training conducted by Mr. Couvillion as well as the area workshops using the teacher awareness training.

In addition to the general training just mentioned, monthly in-service training was conducted for the teachers by resource persons. Monthly staff meetings also were held so that the teachers in the guidance and counseling project could share experience and information.

Roles of ABE Personnel

The following information is a summary of a group interview held at the Skill Center including the Center Director, the certified counselor, and two teachers.

ABE Students. They want useful learning—tangible things they can use in daily life. They also want to learn those things that will be of value to them today. Learning is based on the goal the student has set. Failure, then, is usually the failure of the teacher or the program to understand and/or help him attain his goal. The teacher needs to say, "I, as a teacher, have a personal interest in helping you achieve your goal."

ABE Teacher. The student must know that the teacher cares about him. The teacher must express to the adult student that he respects him as a person and that he cares about him as a person. The teacher must demonstrate a warmth, a feeling of understanding. The teacher must be a good listener. He must listen with understanding, have empathy. Listening with understanding also needs some kind of follow-up action. Each teacher must decide where to draw the line on the counseling and guidance assistance given a student and when to refer him to a counselor. No ABE teacher can be successful without knowing about the personal life of the students.

Guidance and Counseling Functions. The counselor met individually with students and advised and assisted teachers. One teacher (who stated that she was not capable of doing guidance and counseling) plans the following activities as a regular part of her classroom work.

1. With beginning students, she spends the first two class periods having them discuss themselves, what they want, and why they are there.
2. In every class session, the first 15 minutes after the midpoint break is spent discussing a topic of their

interest. She usually starts an early session with budgeting, then asks them what they want to talk about.

Small Pilot Program

Lafourche Parish Guidance and Counseling Center was the smaller of the two pilots. Mr. Paul Gaudet, Supervisor of Adult Education for the parish, is in charge of the guidance and counseling organization and functions. At this center, in addition to the ABE teachers, there was a certified high school guidance counselor who counsels two classes at one school without teacher counseling. He also visited teachers of adults throughout the parish, giving them the assistance that may be needed in the field of guidance and counseling for the undereducated adults. This certified counselor was Mr. George Babin, counselor at the West Thibodaux Junior High School, Thibodaux.

The above described plan was developed with the parish supervisor of adult education, the principal of West Thibodaux High School, Mr. Babin, Dr. Eubanks, our area supervisor, Mr. John Casteix, and Mr. Couvillion.

A special home visitation program was conducted by the ABE teachers. Teachers' comments may be found in Appendix VI-H.

Training

The teachers in the ABE program of Lafourche Parish participated in the local guidance and counseling training conducted by Mr. Couvillion as well as the area workshops using the Teacher Awareness training.

Roles of ABE Personnel

The following information consists of excerpts and summaries taken from a group interview conducted in the Lafourche Parish Education Building with the parish supervisor, the counselor, a teacher, and an ABE student who had dropped out of ABE and returned through the assistance and counseling of his teacher.

The student had attended a small country elementary school through the sixth grade. He then transferred into

Thibodaux for junior high and dropped out of school. He is now in his twenties, married, and has children.

Comments of the Student. Teachers in the small school cared. When (he) came to the larger school (junior high), the classes were departmentalized and the teachers less personal. He started missing school and no one seemed to care; neither parents or teachers did much. He got way behind in his grades and dropped out of school. The student had enrolled in ABE classes last year but dropped out in the middle of the year when he took a job that conflicted with classes. The teacher visited him recently and encouraged him to return. He stated that he felt classes were too hard. The teacher visited him and gave him the feeling that he could do it. He said he would have continued to put it off if the teacher had not visited him. In response to the question, "How can a student tell if a teacher cares?" the student responded, "If the student is having difficulty, the teacher stops and gives extra help. The teacher gives the impression that he wants you to learn."

Comments of the Teacher. It is important to diagnose the one or two basic problems bothering a student and then to give assistance to the student. Help students brush up (catch up) on areas where they feel they are behind. The structured interview forms used in the project helped in gathering information from students. The required reports also helped in organizing and using the information after the interview. The teacher listed ways of letting students know you care.

1. Take time with students (give them your time) other than in class.
2. Listen to their problems.
3. They must know your mind is on their problem—ask them pertinent questions in return.
4. Respond to each individual differently; respond to his interests.
5. Remember to comment to them at a later date about personal things.

Comments by the Counselor. Counseling by teachers is worth having teachers spend extra time and paying them for it. Personal contact with students is important. The teacher has an advantage. The counselor does not see the students often enough. Making classroom visits helps the counselor meet this problem. The counselor can help the teachers.

1. Check list of five basic fundamentals in guidance services.
2. Provide referral information for teachers and their students.
3. Provide additional information in specific areas.
4. Give group guidance in classrooms at certain times.

A sample log of the counselor's activities may be found in Appendix VI-I.

Comments by the Supervisor. Every teacher can give guidance in the classroom. The trained counselor can work with the teachers to help them. We must have teachers who really think this work is important. Teaching adults takes a different kind of teaching than that needed with public school children. The supervisors stated that the following characteristics are important in an ABE teacher.

1. He should be successful in his daytime work.
2. He should be sympathetic.
3. He should understand that teaching adults is different from teaching children.
4. He should have flexibility. Can he change if he is not reaching the students?
5. He should be innovative.
6. He should be willing to do a little extra.

Recommendations

1. Not every student needs guidance; teachers should be more selective in giving it.
2. We need a more elaborate form for reporting.
3. There is a need for having vocational-technical programs coordinated with ABE programs.
4. There is a need for college courses to be taught on how to teach and counsel adults. These must be taught by a person who is knowledgeable and experienced.

NEW MEXICO

The trip to New Mexico included a visit to the State Department of Education in Santa Fe, a visit to the State

Penitentiary in Santa Fe, a visit with the supervisor of the Cuba School District program, and a visit to the Technical-Vocational Institute (large pilot) in Albuquerque.

The following persons were interviewed:

1. State Department of Education
   Mr. Tom Trujillo, Director, Adult Basic Education
   Mr. Sidney Tanen, Guidance and Counseling Personnel
   Mr. Pete Suazo, Graduate Assistant
   Mr. Ron Wegelin, Graduate Assistant
2. Large Pilot (Vocational-Technical Institute, Albuquerque)
   Mr. Harold Jackson, Director T-VI, Evening Division
   Mr. John Baca, Director of Admissions, T-VI
   Mr. Cleto Duran, Supervisor, ABE
   Four teachers at Belen
   Seven school board members at Belen
3. Small Pilot (Cuba Independent School District)
   Mr. Mario Barella, Counselor
4. Penitentiary of New Mexico Adult Education Program
   Mr. Felix Rodregus, Warden
   Mr. Don Simmermacher, Director of Education
   Mr. Ron Wegelin, Supervisor, ABE
   Three inmates
5. Cuba Independent School District
   Mr. Jake Martinez

State Department Operations

The Adult Basic Education program is a subdivision of the Vocational-Technical Division of the State Department of Education. This is the only state in Region VI in which ABE is not only directly and officially associated with vocational-technical education but is a part of the overall state program.

According the Mr. Tom Trujillo, Director of ABE, the basic strategy is to combine adult academic education and adult vocational education in coordinated programs.

Association of ABE with vocational education strengthens the appeal of ABE programs for adults. Vocational education is an obvious adult program—adults will identify with it and not be ashamed. Self-improvement is not downgraded, but is considered very important.

Many levels of achievement must be made available to adults, with a chance of advancing toward meaningful goals.

Statewide Training

Approximately 90 to 95 percent of the ABE teachers in New Mexico were exposed to training with the Teacher Awareness Package.

One week of the New Mexico State ABE Teacher Training Institute (August 1969) was devoted to the Teacher Awareness Package. In addition to the state institute, five area workshops and ten local workshops were conducted using the Teacher Awareness Package.

Three one-day area workshops were held in February in cooperation with the Southwest Cooperative Education Laboratory. They featured an expansion of part of Unit VIII of the guidance and counseling kit—micro-teaching in ABE. Also featured was a videotape presentation by Dr. John Aragon of the Cultural Awareness Center of the University of New Mexico. These workshops were held in Albuquerque, Artesia, and Las Cruces. Highlights of the sessions were (1) the showing of a film emphasizing cultural awareness and (2) the use of "micro-teaching." Evaluation forms and participant comments may be found in Appendix VI-J.

Two additional one-day area workshops were held in Roswell and Santa Fe during March. These workshops utilized selected materials from the Teacher Awareness Package. Ten local one-day workshops were held.

In May, parts of the package were used for teacher training with beginning ABE teachers in the North Central New Mexico Concentrated Employment Program. NCNMCEP, as part of their total program, conducted ABE classes in outlying areas of New Mexico where there are no existing ABE programs. Many of these classes will be conducted on Indian Reservations and pueblos and in small villages. Teachers hired were full-time ABE personnel. The education director was Reuben Rose, who worked previously in ABE and has attended ABE workshops and institutes.

The ABE teacher aides at the New Mexico State Penitentiary—all residents of that institution—completed a 15-week paraprofessional training program conducted by the College of Santa Fe. These men received college credit for the course. Many of the men were ABE students originally.

Part of the course work in paraprofessional training was the guidance and counseling package in its entirety as presented by Tom Trujillo, Phil Felix, Sid Tanen, and the teacher aides.

The Teacher Awareness Package was also utilized for the following:

1. Public relations use in Alamogordo
2. Portions used by an ABE teacher at an institute at the University of Oklahoma
3. Transparencies used for presentation to staff members of the vocational division of the State Department of Education

Use of University Consultants and Other University Personnel

Dr. James Gibson, College of Artesia, acted as the university consultant for the State Department of Education and the two pilot centers.

Mr. Pete Suazo and Mr. Ron Wegelin, graduate assistants, worked directly with the State Department of Education ABE staff. Mr. Suazo and Mr. Wegelin were primarily assigned to developing a lesson plan in family living to be utilized by guidance counselors in Adult Basic Education. The rationale and basic outline for this project follow. At the time this report was made, Units I and II had been completed. (See Appendix VI-K.)

Development of Lesson Plan in Family Living To Be Utilized by Guidance Counselors In Adult Basic Education

One of the basic considerations of Adult Basic Education is that certain areas of educational development are necessary in order to accomplish the stated goals of ABE. The role of the counselor in ABE should include his utilization not only in the traditional counselor-client function, testing and evaluation function, and the other roles normally accorded him; but he should also be utilized as a teacher in the sense that his contribution should be recognized as a unique usefulness not normally available in other ABE curriculum courses.

Many times these courses are expected to be taught by persons not especially well grounded in the subject matter. We should not expect an educator to be adept at teaching any subject simply because he is a teacher. One of the shortcomings of certain ABE courses is to expect a teacher to teach *any* subject in the mistaken assumption that adults will absorb whatever shortcomings the educator might have. In this sense then, a certain responsibility of education should be left up to the counselor.

It is visualized that a basic course in FAMILY LIVING can and should be developed that will contain detailed recommendations to the counselor in the field that will facilitate his function as a teacher in these areas. The goals of these lesson plans would be to produce a workable media that would be utilized at almost any level of ABE instruction. The areas of instruction to be included would be: WORLD OF WORK, MONEY MANAGEMENT, CITIZENSHIP AND GOVERNMENT, and HEALTH EDUCATION.

Each area of consideration would consist of a self-contained lesson plan unit of instruction. The total teaching time would depend on the subject matter and applicability to each specific situation. The lesson plans would include such materials as general objectives, specific objectives, use of local resource material and personnel, and in some cases pretests and posttests.

It would not be the intention of these instructional materials to encumber the counselor to a strictly regimented program. Rather it would ideally function as a workable tool to enhance further his ability to be used as a contributing teacher in ABE.

Motivational Studies

Must satisfy the students' basic needs for:

1. Immediate rewards
2. Individual interests
3. Participation
4. Activities
5. Acceptance
6. Success
7. Information

Working on these general problem areas:

1. Individualized student-centered placement procedures and curriculum
2. Family living

Suggested direction or guides:

1. A specialist to coordinate student placement, curriculum, and progress
2. Possibility for programmed instruction
3. Student-oriented curriculum to fit specific job, family, community, educational, interest, hobby, religious, etc., situations
4. Curriculum produced so as to be easily assembled into individualized student packages

5. Progress records fitted to student desires and timed to satisfy what he needs to progress quickly
6. Curriculum usable in classroom and individualized methods
7. General construction of materials to include:
   a. Short lessons
   b. Informative to individual interests
   c. Problem-solving situations
   d. Fit to specific academic levels
8. Placement criteria broadened as to:
   a. Sex differences
   b. Age differences
   c. Specific purpose and interest
   d. Level of achievement
   e. Cultural differences
9. Class-type variations:
   a. Lecture (large group)
   b. Sensitivity group (small)
   c. Team teaching
   d. Tutor
   e. Independent study
   f. Home study
   g. Social peer grouping (parties, socials, etc.)

Family Living

1. Curriculum development of family living series
2. Areas suggested for family living courses:
   a. Government
   b. Money management
   c. Occupational information
   d. Family health and safety
   e. Child and parent relations
3. Instructor of family living courses to be well versed in human relations and probably to have a background and experience as a counselor
4. Placement in self-contained groups to complete specific goals under one instructor
5. Use of group dynamics and human interrelations to make contact with student sensitivity needs
6. To be offered to ABE programs as a supplementary tool of instruction for counseling services

Ron Wegelin also prepared a paper "A Planned Procedure for Preparing Adults to Succeed on the GED Tests" which was incorporated with other material relative to GED testing policies in New Mexico. This material was incorporated into a "Handbook for GED Prep Programs in ABE" and will be available for those ABE programs having GED programs under the new funding. A copy may be found in Appendix VI-L.

State Plans

The 1970 summer state ABE workshop will be built around three basic classes: (1) one class for beginning ABE teachers, (2) one class for advanced ABE teachers, and (3) one class for ABE counselors. Mr. Trujillo met with the chairmen of the education divisions in the Department of Education at the University of New Mexico and they approved college credit for the courses. Course titles were established for the college catalogue. It is hoped that this will be the first step toward establishing a master's degree program at the University of New Mexico in Adult Basic Education.

Large Pilot Program

The large pilot center is located in the Technical-Vocational Institute in Albuquerque. This is one example of the coordination of ABE academic adult classes and vocational-technical adult classes.

The Technical-Vocational Institute is funded under a special local tax which is re-voted every four years. It is for adults and is not for public school students. The ABE program is housed in their buildings. Mr. Duran, ABE Supervisor, is provided an office, and the ABE classes are taught in their classrooms. Mr. Duran and Mr. Jackson, Director of the Night Division and ABE Administrator, coordinate the two programs.

In addition to the ABE classes conducted in the Technical-Vocational Institute, Mr. Duran had also established ABE programs in the neighboring towns of Belen and Los Lunas. These programs were administered through T-VI.

The following is a summary of information gathered in interviews with Mr. Jackson, Mr. Duran, Mr. Baca, and the ABE teachers at Belen.

Teacher Awareness Package

It is an excellent tool. The teacher gets to see the inside of the adult student.

The Awareness Package should be presented slowly—no more than two units a day. Classes should have in-depth discussions. Twenty hours is not enough time.

Guidance

Guidance is leading a student from one area to another. The person who registers students must *listen* and gather information to be used in guidance. An ABE teacher must understand people. He must deal with the student as an adult, not as a child. A certified, qualified counselor should be available for ABE programs.

Vocational Education

ABE separated from vocational education would not be as successful. Vocational training gives the adult a goal to sight on. On the other hand, ABE builds strengths which are needed to enter a vocational program.

Small Pilot Program

The small pilot program is located in the Las Vegas schools. The ABE teachers participated in the state workshop and the area workshop conducted in cooperation with the Southwest Cooperative Education Laboratory. In addition, they utilized their own closed-circuit television for teacher training as follow-up activity.

The Las Vegas program was given supplemental funds by the state ABE office to conduct a class for unwed mothers. In conjunction with the county health and social services department, a class of 15 students was organized.

The Las Vegas program has made tentative plans to operate a coordinated program with the regional vocational school being established in the Las Vegas area and scheduled to open in September of 1970.

State Penitentiary Program

The day program at the penitentiary is operated on a combination of vocational, ABE, and counseling funds. This program has an enrollment of 60. The program concentrates on basic skills and vocational rehabilitation. The proposal for expansion of the Penitentiary Adult Education Program and the ABE Program may be found in Appendix VI-M.

The following is a summary of the information gathered in interviews at the penitentiary.

Recruitment

The field of motivation is important. Teacher aides (inmates) do all the recruiting. Caseworkers (penitentiary employees) also suggest to inmates that they attend some educational program, as it helps when being considered for parole.

Guidance and Counseling

There is not a trained counselor now working with the ABE programs. There are six caseworkers working with the entire penitentiary population (850–900).

There are plans to train four counselors for group counseling.

Learning Lab

See Appendix VI-N for proposed programs and equipment for adult education learning centers. Such a center is being established in conjunction with the ABE program at the penitentiary.

The plans are to hire a counselor to run the center since the learning center is basically a counseling situation.

The penitentiary program will be testing individualized placement and learning through the learning resources center. It could produce very meaningful feedback.

Inmate paraprofessionals will be helping to develop and evaluate materials.

Cuba Independent School ABE Program

The Cuba program was a new program this year. Its supervisor, Mr. Jake Martinez, is an experienced ABE teacher and supervisor. In addition to the supervisor, it has an ABE staff of eight teachers and one counselor, all part-time. See Appendix VI-O for the ABE Proposal for 1970.

Several features make the Cuba ABE program unique.

1. Forty percent of Cuba's public school children are Indian.
2. The Navajo and Jicarilla Apache reservations border on Cuba.
3. English as a second language is necessary for students speaking Spanish and the Indian languages.

4. One-third of Cuba's population was enrolled in ABE.

Mr. Martinez looks for teachers with compassion towards the individual—those who are not egotistical or impatient. The ABE teacher must have:

Faith—in self and in others
Hope—in reaching the person
Charity—compassion for others

The teacher must make the students aware of their own potential. Students need much encouragement.

Mr. Sid Tanen stated that in adult education you start where the student is—then blend what you have to offer with what he has to offer. Many are highly skilled in some area.

OKLAHOMA

The trip to Oklahoma included a visit to the State Department of Education in Oklahoma City, a visit to the college consultant at Central State College in Edmund, a visit to Tulsa Public Schools (large pilot center), and a visit to the Pryor School District (small pilot center).

The following persons were interviewed:

1. State Department of Education
   Mr. Ed Olvey, Director, ABE
   Mrs. Mattie Harrison, Guidance and Counseling Project Director
2. Central State College Consultants
   Dr. Richard Mitchell
   Dr. Dale Jordan
3. Large Pilot Center (Tulsa Public Schools)
   Mr. Bill Stinnett, Coordinator of ABE
4. Small Pilot Center (Pryor School District)
   Mr. V. O Vencill, Director of Adult Education
   Mr. Dewey Talley, Counselor
   Two teachers

State Department of Education Operations

Oklahoma has designed activities around the concepts developed for the Adult Learning Resource Centers (ALRC). This project was started two years ago. Dr. Joe Timkin met with the superintendents of the state and presented the idea of having local ABE programs join a cooperative center, conveniently located to the local districts. The centers were to provide the following services: accounting, payment of instruction, materials, and program direction. Thirty-six Adult Learning Resource Centers were organized and operative during this last year.

Two developments important to the guidance and counseling project came out of the Adult Learning Resource Centers. They were (1) an emphasis on individualized learning, accompanied by the need for setting and pursuing individualized student goals, and (2) the development of student information collection forms and continuing record maintenance that made ongoing, individualized counseling and programming possible.

A data card with the necessary information concerning the adult was filed on each new enrollee. This card resulted in the adult's becoming a member of an Adult Learning Resource Center continuing student body, with an educational home and a continuing educational plan. This data collected from the Adult Student Record Card by the teacher enabled the director-counselor of the Adult Learning Resource Center to organize adults in study discussion groups formed around their problems of health, consumer education, etc.

The individualized instruction concept is developed upon the enrollee's stated objectives or goals. The individual's abilities are assessed by means of a standardized achievement test, then a meaningful curriculum is planned upon the student's reason for entering school, his ability, his vocational status or desires, and his general interests. To assure the student of progress and success, an evaluation system is often established as this time.

Through this guidance, counseling, and curriculum building process, students have the opportunity to become members of the reservoir of potential enrollees for the job training programs.

The Proposed Guidance and Counseling Services for ABE Centers may be found in Appendix VI-P.

Statewide Training

Five regional workshops were conducted for ABE teachers. They were conducted on Saturday mornings and lasted for two and one-half hours. The basic approach was to use selected materials from the Teacher Awareness Package and combine it with group discussions and discussions with consultants.

The dates and locations of the five regional workshops were:

ADA–A.L.R.C., 18th & Stockton Streets; January 10, 1970; 9:30 a.m.–12:00 noon. Including teachers from Pauls Valley, Ardmore, Antlers, Idabel, Durant.

TULSA–A.L.R.C., 1212 So. Frisco; January 17, 1970; 9:30 a.m.–12:00 noon. Including teachers from Drumright, Pryor, Pawhusa, Bartlesville.

LAWTON–A.L.R.C., Lawrence at Gore Street; January 24, 1970; 9:30 a.m.–12:00 noon. Including teachers from Altus, Granite, Elk City, Chickasha, Anadarko, Duncan.

MUSKOGEE–Vocational School, 570 North 6th Street; January 31, 1970; 9:30 a.m.–12:00 noon. Including teachers from Sallisaw, Stigler, Talihina, Okmulgee, Tahlequah, McAlester, Wilburton, Poteau.

OKLAHOMA CITY–A.L.R.C., 1134 N. W. 8th Street; February 14, 1970; 9:30 a.m.–12:00 noon. Including teachers from Guthrie, Stillwater, Enid, Ponca City, Canton, Clinton, Guymon, Norman, Shawnee.

The following information, taken from workshop reports, is representative of interests of the participants.

Ada Workshop. Fifteen teachers and one paraprofessional were in attendance. Mrs. Mattie Harrison, State Project Director, led the discussion. The largest concentration of questions covered the areas of awareness, attendance, the GED, and dropouts. There was also considerable interest in the use of paraprofessionals. The teachers wanted to know how best to utilize the time of those paraprofessionals assigned to them and how much to rely upon them to communicate with the students. Consensus after discussion was that it depends upon the individuals in every case—both people should be given the opportunity to function in areas where their talents lie. Also, it was felt that in those schools where a counselor is available, he or she could assist in helping teacher and paraprofessional to function smoothly as a team.

Tulsa Workshop. Fifty people attended—42 teachers plus eight supporting staff members (supervisors, administrators, counselors). Dr. Dale Jordan announced that he has been assigned to the Guidance and Counseling Project and asked the teachers what times would be most convenient for him to visit and observe. He was invited to visit freely at his convenience. Main areas of interest at this meeting were placement, reading disabilities, the GED, dropouts, retention, and counseling methods and techniques. Mrs. Harrison again led the discussion and used several of the transparencies from the Teacher Awareness Package to illustrate problems and answers. In addition to the five regional workshops, several local teacher training workshops were held. In local teacher training workshops, the package transparencies are used more than any other part of the visual aids. Other areas most used are Awareness of Human Needs and Dropouts. The tapes are not played in a workshop situation; however, they are made available for teacher use if desired. At each meeting the teachers were asked to express an opinion and evaluate the meeting. The feedback was that this type of discussion group problem-solving seminar was more beneficial than a structured meeting with speakers. Several local directors have requested and conducted local in-service training for their teachers.

College Consultants

Dr. Dale Jordan began the year as the college consultant. Later in the year, he was replaced by Dr. Richard Mitchell. Both are members of the Education Department at Central State College. There has been a very close working relationship developed with the Department of Education at Central State College that goes beyond the services provided by the college consultant.

Dr. Jordan and Dr. Mitchell have acted as general consultants to the State Department of Education and to the two pilot centers. They have also participated in the regional workshops and carried on general research activities associated with providing training for counselors of adults.

A survey of guidance and counseling services in Oklahoma ABE Learning Centers may be found in Appendix VI-Q.

Below is a summary of the ABE-related activities Dr. Jordan was involved with during the month of February, 1970:

1. Diagnosis—For State Vocational Rehabilitation Service, two adults were diagnosed as to reading capabilities; two other adult males began literacy tutoring in our reading clinic; three other adults began literacy tutoring in the Oklahoma City area under the direction of our reading clinic.
2. Professional Meetings—ABE
   —three-day Cherry Hill Conference in New Jersey.
   —talk at Harrah PTA regarding ABE needs in Oklahoma, as well as the problem of dyslexia in public school.
   —one-day workshop in Pawhuska for teachers, counselors, and parents regarding illiteracy (including adolescents and adults); video tape made of the meeting for use in Osage-Washington County in-service programs.
3. Class Involvement in ABE—Arranged practicum experiences for thirteen graduate students at Central State College to diagnose and tutor ABE illiterates in Oklahoma City area; these practicums to extend to end of May.

The following is a summary of information gathered in an interview conducted with Dr. Mitchell.

Teacher Awareness Package. The awareness training helped the teachers to know who their students are and impressed upon them the importance of listening to the student's family problems. The awareness training should be scheduled for eight to ten meetings; the one meeting was not enough. The separate units provide more flexibility in the package and help in selective usefulness. The materials would be better if there were more slides. The tape keeps talking, but the transparencies do not move fast enough to provide reinforcement of what is being said.

Guidance Functions. Guidance functions include appraisal, placement, and follow-up. These activities are frequently not provided. For appraisal, the teacher can learn to use diagnostic tests, i.e., reading. The counselor could do the organizational work. For placement, the teacher must know more about educational and vocational placement. The teacher must know more about career development. The counselor can help in this area. For follow-up and evaluation, we presently have very little information about the ABE student. We also do not know what is happening to our graduates or our dropouts. Linkage is needed among the administrators, counselors, and teachers. Teachers are not getting the information they need.

Teachers. It takes different skills and techniques to teach adults. ABE teachers must largely learn on the job by themselves. It is important to select teachers who can adapt. Teachers should be able to project their own personalities in such a way that they can put the student at ease. They must be able to talk to people comfortably. Teachers need to integrate guidance into the instruction.

Recommendations. The following suggestions would improve the ABE programs:

1. Graduate programs are needed for ABE teachers and adult counselors.
2. The ABE teacher needs to be a reading specialist. More training is needed.
3. There is a tremendous need for producing materials for ABE students, with the content interest dealing with adult problems on their reading level.

Recommendations—State Level

1. Need more counselors for Adult Learning Resource Centers. Only about 10% presently have counselors.
2. Need full-time directors of ABE. Adult education is still a stepchild of the public school.
3. Need to develop community advisory boards—"Community Resource Council."

Large Pilot Program

The large pilot is the Adult Learning Resource Center located in Tulsa as a part of the Tulsa Public Schools.

The Tulsa Public Schools has a Director of Adult Education (Mr. George Marsh) who has four coordinators of different adult programs reporting to him: (1) ABE, (2) Practical Nursing, (3) Vocational-Technical Education, and (4) Credit Night Classes.

There are regular staff meetings of this group and these help in providing coordination of the adult programs. Mr. Bill Stinnett, ABE Supervisor, would like to see all of the adult programs brought together in one building so that there could be one Adult Learning Center for all adult programs.

Mr. Stinnett provided the following information in an interview held at the Tulsa Adult Learning Resource Center.

Counseling

Teachers can do guidance but are not trained in counseling. There is a need to hire trained counselors. Large centers need full-time counselors. Tulsa has 36 classes held in 15 different locations. The counselor could be attached to the Center and act as a "roving counselor." He could also do testing and enrollment.

Community Council

ABE should have opinion leaders in the community feeding information into and out of the Center.

Vocational Coordination

ABE should be closely coordinated with other adult programs. The association would provide additional strength to the programs and more meaningful education programs for the adults.

Mr. Carl Rogers, Pahuska, has a coordinated adult program. Skelly Oil Company provided a building and he was able to bring the ABE program, the MDTA program, and the Adult Vocational program together in a coordinated operation.

Special Project

The Tulsa Center has a special project where ABE training is taken to the homes of the students.

One teacher has been assigned to a white, lower-income neighborhood. She is meeting with five different groups, and each group meets twice a week. Each group has about five women, and they meet around a table in the students' homes. These classes were meant to meet the needs of the students who could not come to the Center. They are getting higher attendance and fewer dropouts than the regular night classes. The classes started April 15 and were to end June 26.

Small Pilot Program

The small pilot program is located at the Adult Learning Resource Center in the Pryor School District.

The following is a summary of information gathered from an interview with Mr. J. O. Vencill in Pryor.

Guidance and Counseling

In guidance and counseling we need a more practical approach. We need to get over the idea that counseling is just for a few. Counseling should be a team approach—trained counselors and teachers working together.

Trained Counselors

The trained counselor must have knowledge and expertise in the following areas:

1. Vocational and Educational—He must have general information, know career needs, and assist in placement.
2. Psychometrics—He must be able to do testing and test interpretation. He should make certain that some positive information is used in all interpretations.
3. Personal Problems—He must have experience in helping with personal problems. The most effective counselor is the one the student thinks has a real personal interest in him as a person. The counselor must "care." It is very important that the counselor be good at listening. He should listen without "giving the answer."

The following is representative of the activities performed by Mr. Vencill and Mr. Talley.

During the month of March the following guidance and counseling activities were conducted by the Pryor Adult Learning Center.

Administered achievement tests to the following groups:

Classes at Commerce, Oklahoma	27 students
Classes at Grove, Oklahoma	30 students
Classes at Jay, Oklahoma	16 students
Classes at Salina, Oklahoma	20 students
Classes at Pryor, Oklahoma	32 students

Group guidance with each of the above groups to interpret test results and the advisability of the students' taking GED tests.

Individual counseling with 30 students about education plans and the advisability of their taking the GED test.

Individual counseling with 5 students on personal problems.

Individual counseling with 10 students on employment problems.

Administered GED tests to 106 adult students and advised these students of the results of these tests on an individual basis.

Teachers

The key teachers are those who relate well with their students. In selecting key teachers it is important to determine whether the teacher (1) has a genuine concern for the people with whom he is working and (2) has profited from his experiences.

Teachers should come 30 minutes before class begins and stay 30 minutes after class ends so that they can be available to the students for guidance or counseling.

Orientation

Orientation plays an important role in guidance and counseling.

1. Explain what the ABE program is and what the student can expect.
2. Fill out simple enrollment sheet. Have a personal

interview by a teacher. Give the student a feeling that someone cares about him personally.

3. Issue books–it is important that students get something in their hands.
4. Tell them about testing–used to help them, not judge them. (1) Give test after about two weeks. (2) Personal interview for test interpretation

The following information is a summary of an interview with two teachers.

1. The adult student needs to be assured that the teacher is interested in him.
2. The adult student needs to feel that you are giving him something during each class period–something that will better his position.
3. The students want to succeed. The lessons should be hard enough to challenge but not so hard as to be embarrassing.

TEXAS

The trip to Texas included a visit to the State Department of Education in Austin, a visit to the Bexar County Schools (large pilot center) in San Antonio, and a visit to the Eagle Pass Independent School District (small pilot center).

The following persons were interviewed:

1. State Department of Education
   Mr. Harry Seaman, III, Guidance and Counseling Project Director
   Mr. Ramond Lopez
2. University consultant
   Dr. Emma Linn, Southwest Texas State University
3. Large Pilot Center (Bexar County Schools, San Antonio)
   Mr. Robert Avina, Director
   One coordinator
   One supervisor
   Four teachers
   Four teacher aides
   Five teacher trainers

4. Small Pilot Center (Eagle Pass School District)
   Mr. Rudy Bowles, Director
   Eight teachers

State Department of Education Operations

The Texas plan concentrated on the in-service training programs conducted with the two pilot centers.

The aim of the project was to increase the awareness of the Adult Basic Education teacher to the needs of the adult student without (1) adding duties to the teaching load or (2) adding new costs to the program. The plan used the Region VI Teacher Awareness Package and supplemented it with small group, in-depth discussions.

In-Service Training Plan

In September, prior to in-service meetings at the two pilot centers, Dr. E. L. Linn, The University of Texas Division of Extension staff member hired as consultant, and the Texas Education Agency's project director met to discuss the centers. The following outline was developed at these meetings:

- I. Introduction
  - A. Present Lesson I—"Introduction"
    - 1. Present Lesson I without modification
    - 2. Discuss Lesson I at the appropriate places
    - 3. Allow for questions and answers concerning state statistics about Texas programs
  - B. Pretest omitted in pilot centers
- II. Lesson II, Part One—"Awareness of Human Needs"
  - A. Present Lesson II, Part One, without modification
  - B. Present Lesson II, Part Two, film—"Buffy Sainte-Marie"
    - 1. Present film with taped introduction
    - 2. Hand out printed copies of the words of the ballad
    - 3. Present the film again
  - C. Discuss the film
- III. Lesson III—"Dropouts"
  - A. Present Lesson III without modification
  - B. Discuss dropouts

IV. Lesson IV—"Emotional Needs of Adults"
   A. Present Lesson IV with modifications of Abraham H. Maslow's notions
   B. Present specially prepared visuals designed to show needs of adults
V. Lesson VII—"Referral Service"
   A. Present Lesson VII with local referral agencies inserted
   B. Discuss local referral services
   C. Prepare list of local referral sources
VI. Summary and adaptation of general concepts for understanding human needs
   A. Discuss the "Ten Irrational Ideas" of Albert Ellis
   B. Relate understanding of self to understanding others
VII. Lesson X—"Summary and Conclusion"

Statewide Training

Statewide training was planned not to begin until next year. Additional copies of the Teacher Awareness Package are being produced, and plans call for providing in-service training for all ABE teachers who were not involved in the pilot projects.

One special guidance and counseling program was conducted in the Harlandale School District.

Special Projects

A Guidance and Counseling Survey was mailed to all Adult Basic Education programs in Texas in an attempt to determine the amount of guidance and counseling taking place in local programs. The report indicates a great deal of guidance and counseling is taking place in Texas. The results of this survey are included in the Texas final report, and appear in this volume as Appendix II-G.

Guidelines for Guidance Services to Adult Basic Education Classes was developed and may be found in Appendix VI-R.

Large Pilot Program

Involved in the Bexar County pilot project were eight counselors from the various independent school districts, the Bexar County Adult Basic Education director, the University of Texas consultant, and the state project director.

Training of Teacher Trainers

The university consultant, using the In-service Training Outline previously listed, conducted six training sessions with the eight counselors to prepare them to use the materials in training the ABE teachers in Bexar County.

The In-service Training Outline planned for the pilot center was followed with some deviation. Lessons I, II, III, IV, and VII were presented without modification. However, the discussion periods after the taped portions were allowed to continue without direction until the discussion was completely off the subject. At this point, the university consultant steered the discussion back into its proper focus.

Some lessons were omitted—not because they were not important or useful, but because time was a limiting factor. It was felt that the discussion period was more important, and, for this reason, time was allowed for free discussion.

The project staff observed that the rigid structure of the "programmed package" was, by example, reinforcing a concept which was identified as a hindrance toward understanding and communicating with the poor, undereducated adult. The structured portion was recognized as being needed and valuable in presenting a unified effort in Adult Basic Education. This portion was considered separate from the discussions. In essence, it was stated, "Now we will listen to the tape and look at the visuals," and then, "Now let's talk about it and anything else you feel is significant." Participants were free to express their feelings and to criticize the package.

Meetings were held during September, October, and November, 1969, in the Bexar County pilot project. The dates and topics were:

Date	*Hours*	*No. of Participants*	*Topic*
September 30	3	10	Introduction and "Awareness of Human Needs," Part I
October 7	3	10	"Awareness of Human Needs," Part I
October 14	3.5	10	"Awareness of Human Needs," Part II, and "Dropouts"
October 21	3	10	"Emotional Needs of Adults," and "Referral Service"
November 4	3	10	General Concepts in Understanding Human Needs
November 10	3	10	"Ten Irrational Ideas," (Albert Ellis), and "Summary"

University Consultant. The university consultant's primary role was to encourage free discussion of problems. Her job was to assist potential teacher trainers in understanding the identified student population and to offer professional opinion concerning the approaches to training problems. The state project director assisted in presenting the audio-visual materials, coordinated policy decisions between the state and the local school district, and served as observer in order to be able to write up the monthly report. The Bexar County Adult Basic Education director and assistant director were present to interact in the discussion so that they would be informed. They were also present to assist the group in determining the availability of resources and to set time schedules.

Teacher Trainers. The eight counselors, after the training session conducted by the University of Texas consultant, formed four teams of two persons each to present the guidance and counseling package to all 160 teachers in the

Bexar County program. These in-service meetings were arranged throughout the months of January, February, and March, 1970. The eight teacher trainers were:

George Robert Aaron
Oblate Seminary
Brother

William H. Bentley
Harlandale I.S.D.
Vocational Director and
ABE Counselor

James John Falbo II
Falbo Construction Company
Manager and ABE Instructor
and Counselor

Willetta Lee Gladney Fowler
San Antonio I.S.D.
Counselor

Virginia L. Mannie
San Antonio I.S.D.
Counselor

Maurilio Ortiz
San Antonio I.S.D.
Principal and Counselor

Reynaldo R. Ramirez
San Antonio I.S.D.
Elementary School Principal
and Counselor

A. N. Saenz
Harlandale I.S.D.
Director of Special Services

In-Service Training for Teachers

The in-service training for the ABE teachers consisted of 12 hours of training. Each teacher attended for two Saturdays, six hours each Saturday. The training sessions were scheduled as follows:

Teams	*No. of Participants*	*Location*	*Session 1*	*Session 2*
1,2,3,4	32-40	Adult Learning Center 2	1-10-70	2-14-70
1,2,3,4	34-40	Adult Learning Center 1 or 2	1-24-70	2-21-70
4	8-10	So. San High School	1-31-70	3-7-70
3	10	Gibbs Bldg., 6th Floor	1-31-70	3-7-70
2	10	McArthur High School	1-31-70	3-7-70
1	10	East Central–Salado School	1-31-70	3-7-70
4	10	Adult Learning Center 1 or 2	3-14-70	3-28-70
3	9-10	Harlandale	3-14-70	3-28-70
1, 2	16-20	Adult Learning Center 1 or 2	3-14-70	3-28-70

Comments from the teacher-training teams about the in-service training may be found in Appendix VI-S.

Samples of evaluation forms filled out by the participants also may be found in Appendix VI-T.

The following is a summary of information gathered in a group interview session with Mr. Rudy Bowles, Director, one coordinator, one supervisor, four teachers, and four teacher aides.

Teacher In-Service Training. The presentors (teacher trainers) were all prepared and "told it like it was," rather than giving dry academic lectures.

Many of the presentors were Mexican-American and this helped in communication.

The training increased the understanding of the teacher for his students even if he already had a "feel" for what he was doing.

The structured program was well organized and the techniques were effective.

Recommendations for Improvements. The following recommendations were suggested.

1. Compensation for required in-service training should be provided.
2. A need was felt for in-depth case study approach rather than dealing with superficial characteristics.
3. Materials seem to be geared to beginning teachers. It should be required before teachers are allowed in the classroom.
4. Groups could be divided, according to experience, for discussion.
5. Statistical graphs were not good.
6. There is a need to have more material dealing with the resources available in the local community with specific examples. Practical welfare services should be specified.

The following is a summary of information gathered in a group interview session with five of the eight teacher trainers. All are certified counselors.

Mechanics of Presentation. The most difficult materials to use were the tapes. The tapes were too long and the voice used was not dynamic but tended to speak in a monotone.

However, once the trainers had learned the contents of the tapes, they became the "presentors" in place of the tape presentation. The introduction was important to the training of the presentors but should be greatly edited for use with the teachers. The instructions in the package should also be edited out as soon as a presentor is familiar with the materials.

Strong Features of Package. The package helps to re-educate the teachers who are "content oriented" to be "feeling oriented" also. The package also accomplishes the following:

1. Makes teachers aware of the affective factors of human behavior
2. Provides recognition of cultural and ethnical differences and their effect on behavior
3. Provides indicators of human behavior problems that affect learning
4. Discusses ways of establishing rapport with adult students
5. Points out basic counseling techniques and methods
6. Provides recognition of problems which require referrals

Guidance and Curriculum. The teacher has a good deal of leeway in modifying curriculum which can meet the needs of the students. The teacher must understand the learning problems manifested in behavior and must be able to modify to the individuals' needs.

Small Pilot Program

The pilot center project in Eagle Pass was made up of 18 teachers from the local school district, the Adult Basic Education director, the school counselor, the University of Texas consultant, and the state project director. The main difference between it and the Bexar County pilot was that instead of working with counselors, who in turn worked with teachers, the staff worked with all 18 Adult Basic Education teachers.

The large group meetings were not effective in achieving the goal of free interaction. The plan of operation in Eagle

Pass was changed to concentrate the training effort on about 8 of the 18 teachers and on one counselor.

The following is a summary of information gathered in individual and group interviews with Mr. Bowles and eight teachers.

Teacher Awareness Package

The general reaction to the Teacher Awareness Package in-service training was negative. Too much time elapsed between meetings, the group was considered to be too large, and general negative feelings developed in regard to the intercultural training film and the emphasis on "intruding into the private affairs of the students."

Although there was an impression that the teachers did not want to "meddle" in the personal lives of their students, it became apparent that they had a real concern for their students and assisted them and responded to their personal and individual needs.

Student Characteristics

Teachers expressed a belief that their students were more "task oriented" than were students in other areas of the state. The students came with a high degree of self-motivation.

Oral English communication is a basic desire of most of the students—a tool to deal with daily life.

The Teacher and Guidance

The teachers were concerned about the counseling functions expected of them. They felt that job counseling and guidance situations came out in class, but that personal problems did not.

The personal problems of a student should not be dealt with by a teacher unless a student directly requests the teacher's advice.

Meeting the Needs of Students

The teachers agreed that, in regard to teaching the classes, it was very important to find out what the adult student wants and then to give it to him.

The ABE student wants instant learning. It is important that he get the sense that he is learning and at the same time not be overwhelmed.

The teacher can help meet these needs by giving him a little bit at a time so that he can succeed and not be overwhelmed. Also give him constant encouragement. Do things that will give him a feeling of immediate success.

In order to meet the needs of their students the teachers had done the following:

1. A unit was taught on oral communication needed to talk to a clerk, and then arrangements were made to visit business firms so that students can practice with clerks.
2. A unit was taught on ordering food in a restaurant, and then the class brought their spouses one night and went to a restaurant and ate supper together.
3. A unit was designed and taught on border-crossing and on vegetables.

All of the above units were developed to meet the *expressed* needs of the students in the class.

The teachers were most enterprising in developing these units.

Two teachers combined their classes and used a team-teaching approach. They also developed their own scripts and tape-recorded them for their special language units. The students were also involved in the making of the teaching units.

OBSERVATIONS AND RECOMMENDATIONS

This final section will consist of some general observations and recommendations of the evaluator based on the information gathered in the trips to the five states in Region VI.

Observations

The most obvious observation made was that a large amount of information has been gathered and assimilated in a useful way. Not only has useful information been generated, but many fruitful processes and techniques have also been developed for effectively utilizing this information in doing a better job of guidance and counseling with Adult Basic Education students.

The attempt to systematize and formalize the guidance and counseling functions with adult students has focused attention and productive energy on areas of exceptional need.

Some of the more important areas of concern include: (1) systematizing guidance and counseling for adults, (2) the Teacher Awareness Package, (3) the use of university personnel, and (4) coordination of adult education programs. The specific observations for each of these areas are considered below.

Systematizing Guidance and Counseling for ABE

1. Those persons who become and continue as ABE teachers, counselors, or administrators far exceed the average educator in their ability to "care about people" and to express this concern in a manner that is readily apparent to and appropriate for *adult* students.
2. This ability to interact with adult students in a manner that expresses concern for the student as a person of worth and consideration is vital to establishing a "learning environment."
3. At the present, the expertise for teaching and counseling adult students depends on those persons who are successfully teaching and counseling adults. It cannot presently be obtained from personnel or programs of training institutions.
4. The knowledge of those persons presently succeeding in teaching and counseling adult students can be brought together in a body of knowledge from which continually more efficient training programs can be developed.

The Teacher Awareness Package

1. It contains much material that has proven relevant to ABE personnel.
2. Its format and design have created a flexibility that makes it useful under many varying conditions.

3. The building of the units has been done in a way that makes it possible to "pick and choose" what teachers need without overly burdening them with what they do not want.
4. The package seems to be most relevant as an instruction or orientation for new teachers.
5. The "stimulant–group discussion" aspect of the package design has proven most productive and meaningful to the workshop participants.
6. Although the package has proven most useful to this date, the full potential of the package will afford greater opportunities for future use.
7. ABE teachers have expressed a sincere concern and desire to improve their understanding of adult students and to increase their abilities to interact more effectively with them.

The Use of University Personnel

1. This project has brought some specialists from the university community into contact with the area of adult basic education and stimulated them to make the concerns of the ABE student a part of their discipline.
2. Concern and some action is beginning to be focused on the development of graduate programs aimed at training persons in adult basic education.

Coordination of Adult Education Programs

1. Where cooperative programs are being conducted, the results are not only proving to be positive to the cooperating programs, but are also providing more meaningful and productive results to the adult students. This has been particularly true when ABE programs and adult vocational programs have been coordinated.
2. ABE programs are stimulating the public school to take a greater interest in providing meaningful adult education programs for their communities.

Recommendations

Systematizing Guidance and Counseling for ABE

Learning from experience (trial and error) can be an effective learning process, but it is probably the most inefficient and costly learning technique.

1. Continued effort and monies should be expended to gather and evaluate information and to utilize this knowledge effectively in well-designed projects and training programs. Local and state projects, as well as national and regional ones, should be stimulated and supported.
2. Special efforts should be made to include experienced ABE teachers and counselors in the teams of those who design and develop ABE training programs. This is vital, since they are the personnel who presently possess the expertise.

The Teacher Awareness Package

1. The package should continue to be used for the training of ABE teachers, especially with new teachers, prior to teaching ABE classes.
2. The package should have an additional unit added dealing with teaching the techniques of "good listening." Such training techniques are available and could be incorporated into a training unit.
3. The package should be made available in some manner for other programs or agencies that deal with adult basic education students.

The Use of University Personnel

1. University personnel should continue to be employed by the Special ABE Guidance and Counseling Project. Not only have their contributions been beneficial, but the by-products that have resulted from their increased knowledge and interest in the field of adult basic education may also prove to be even more beneficial in the long run.
2. Specific research on the characteristics of ABE students should be conducted.

3. Specific research on effective skills and techniques in dealing with ABE students should be conducted.
4. Colleges and universities should be encouraged and supported in adding graduate courses and programs in ABE.

Coordination of Adult Education Programs

In order to meet better the needs of ABE students, cooperative programs should be encouraged on all levels—federal, regional, state, and local.

1. ABE programs should be coordinated with adult vocational programs wherever possible.
2. The public schools should be encouraged to coordinate and expand the adult education programs in local communities.

The above general observations and recommendations are but a few that could be drawn from the information collected. However, they are the ones that seem most apparent and important to the evaluator.

APPENDICES TO

SECTION VI

APPENDIX VI-A

ARKANSAS

COMPOSITE EVALUATION FORMS AND PARTICIPANT COMMENTS FROM THE AREA WORKSHOPS

OZARK WORKSHOP

END-OF-DAY EVALUATION FORM

1.	Were you interested in the topics presented today?	Very much 12	Quite a bit 1	Some but not much	Very little
2.	Did you feel that the group was interested in topics presented today?	Very much 10	Quite a bit 3	Some but not much	Very little
3.	Did you learn any new facts or get any new ideas?	Certainly did 11	Probably did 2	Maybe	Not at all
4.	Did you change any of your previous opinions as a result of today's presentation?	Certainly did 4	Probably did 5	Maybe 2	Not at all 1
5.	Were your previous opinions confirmed or strengthened?	Very much 5	Quite a bit 8	Some but not much	Very little
6.	Do you think the group accomplished anything as a result of today's presentation?	It certainly did 10	It probably did 3	I doubt if it did	It did not
7.	Was there enough preparation for the meeting?	More than needed 1	All that was needed 10	Should have been more 2	Should have been much more
8.	Was there enough opportunity for discussion?	Too much	All that was needed 12	Should have been more 1	Should have been much more
9.	Would the meeting have been better if some parts had been left out?	Certainly not 6	Maybe 5	Probably	Definitely
10.	Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 12	Quite a bit 1	Some but not much	Very little

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.)

COTTON PLANT WORKSHOP

END-OF-DAY EVALUATION FORM

1. Were you interested in the topics presented today?	Very much 36	Quite a bit 2	Some but not much ___	Very little ___
2. Did you feel that the group was interested in topics presented today?	Very much 30	Quite a bit 8	Some but not much ___	Very little ___
3. Did you learn any new facts or get any new ideas?	Certainly did 33	Probably did 4	Maybe ___	Not at all ___
4. Did you change any of your previous opinions as a result of today's presentation?	Certainly did 20	Probably did 10	Maybe 5	Not at all 3
5. Were your previous opinions confirmed or strengthened?	Very much 28	Quite a bit 8	Some but not much 1	Very little 1
6. Do you think the group accomplished anything as a result of today's presentation?	It certainly did 29	It probably did 7	I doubt if it did ___	It did not ___
7. Was there enough preparation for the meeting?	More than needed 5	All that was needed 29	Should have been more 3	Should have been much more ___
8. Was there enough opportunity for discussion?	Too much 3	All that was needed 31	Should have been more 2	Should have been much more 1
9. Would the meeting have been better if some parts had been left out?	Certainly not 30	Maybe 5	Probably 2	Definitely ___
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 35	Quite a bit 4	Some but not much ___	Very little ___

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.) ___

END-OF-DAY EVALUATION FORM

1.	Were you interested in the topics presented today?	Very much 40	Quite a bit 3	Some but not much	Very little
2.	Did you feel that the group was interested in topics presented today?	Very much 32	Quite a bit 12	Some but not much	Very little
3.	Did you learn any new facts or get any new ideas?	Certainly did 35	Probably did 8	Maybe 1	Not at all
4.	Did you change any of your previous opinions as a result of today's presentation?	Certainly did 22	Probably did 11	Maybe 5	Not at all 5
5.	Were your previous opinions confirmed or strengthened?	Very much 24	Quite a bit 16	Some but not much 3	Very little
6.	Do you think the group accomplished anything as a result of today's presentation?	It certainly did 34	It probably did 8	I doubt if it did 1	It did not
7.	Was there enough preparation for the meeting?	More than needed 5	All that was needed 35	Should have been more 3	Should have been much more
8.	Was there enough opportunity for discussion?	Too much 2	All that was needed 32	Should have been more 9	Should have been much more 1
9.	Would the meeting have been better if some parts had been left out?	Certainly not 33	Maybe 9	Probably 2	Definitely
10.	Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 39	Quite a bit 3	Some but not much 2	Very little

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.)

LITTLE ROCK WORKSHOP

END-OF-DAY EVALUATION FORM

1.	Were you interested in the topics presented today?	Very much 34	Quite a bit 8	Some but not much ____	Very little ____
2.	Did you feel that the group was interested in topics presented today?	Very much 33	Quite a bit 9	Some but not much ____	Very little ____
3.	Did you learn any new facts or get any new ideas?	Certainly did 32	Probably did 8	Maybe ____	Not at all 1
4.	Did you change any of your previous opinions as a result of today's presentation?	Certainly did 14	Probably did 11	Maybe 8	Not at all 8
5.	Were your previous opinions confirmed or strengthened?	Very much 20	Quite a bit 17	Some but not much 3	Very little 1
6.	Do you think the group accomplished anything as a result of today's presentation?	It certainly did 24	It probably did 17	I doubt if it did 1	It did not ____
7.	Was there enough preparation for the meeting?	More than needed 4	All that was needed 4	Should have been more 9	Should have been much more ____
8.	Was there enough opportunity for discussion?	Too much 2	All that was needed 16	Should have been more 19	Should have been much more 3
9.	Would the meeting have been better if some parts had been left out?	Certainly not 22	Maybe 12	Probably 5	Definitely 2
10.	Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 34	Quite a bit 8	Some but not much ____	Very little ____

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.)

PINE BLUFF WORKSHOP

END-OF-DAY EVALUATION FORM

1.	Were you interested in the topics presented today?	Very much 38	Quite a bit 15	Some but not much 1	Very little
2.	Did you feel that the group was interested in topics presented today?	Very much 37	Quite a bit 15	Some but not much 2	Very little
3.	Did you learn any new facts or get any new ideas?	Certainly did 38	Probably did 11	Maybe 5	Not at all
4.	Did you change any of your previous opinions as a result of today's presentation?	Certainly did 19	Probably did 15	Maybe 12	Not at all 6
5.	Were your previous opinions confirmed or strengthened?	Very much 30	Quite a bit 22	Some but not much 2	Very little
6.	Do you think the group accomplished anything as a result of today's presentation?	It certainly did 39	It probably did 12	I doubt if it did 2	It did not
7.	Was there enough preparation for the meeting?	More than needed 3	All that was needed 38	Should have been more 13	Should have been much more
8.	Was there enough opportunity for discussion?	Too much 3	All that was needed 40	Should have been more 5	Should have been much more 3
9.	Would the meeting have been better if some parts had been left out?	Certainly not 37	Maybe 6	Probably 8	Definitely 2
10.	Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 44	Quite a bit 9	Some but not much 1	Very little

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.)

NEWPORT WORKSHOP

END-OF-DAY EVALUATION FORM

1. Were you interested in the topics presented today?	Very much 30	Quite a bit 3	Some but not much ____	Very little ____
2. Did you feel that the group was interested in topics presented today?	Very much 26	Quite a bit 7	Some but not much ____	Very little ____
3. Did you learn any new facts or get any new ideas?	Certainly did 31	Probably did 2	Maybe ____	Not at all ____
4. Did you change any of your previous opinions as a result of today's presentation?	Certainly did 20	Probably did 7	Maybe 4	Not at all ____
5. Were your previous opinions confirmed or strengthened?	Very much 18	Quite a bit 15	Some but not much ____	Very little ____
6. Do you think the group accomplished anything as a result of today's presentation?	It certainly did 25	It probably did 7	I doubt if it did ____	It did not ____
7. Was there enough preparation for the meeting?	More than needed 3	All that was needed 26	Should have been more 2	Should have been much more ____
8. Was there enough opportunity for discussion?	Too much 3	All that was needed 24	Should have been more 2	Should have been much more 1
9. Would the meeting have been better if some parts had been left out?	Certainly not 24	Maybe 7	Probably 1	Definitely ____
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 30	Quite a bit 3	Some but not much ____	Very little ____

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.) ____

Following are some comments from item No. 11 of the evaluation form.

Comments - Little Rock Workshop

- -Some of the materials which were mentioned, I would like to secure some of them, as tests to give to certain persons.
- -More time should be for discussions.
- -Need more time.
- -An interesting selection of participants.
- -More time.
- -I enjoyed everything very much.
- -The room was kinda cool, but the meeting more than made up.
- -Use smaller group discussions.
- -Need a definite evaluation plan that can be used in all schools. (Standardized test for 8th and 9th grade.)
- -Need more.
- -An excellent workshop.
- -If possible it would be interesting and beneficial to have someone that has been successful in handling a particular problem to present it for the benefit of the group.
- -I would omit some of the slides involving statistics which are probably outmoded.
- -I would like to see more exposure to new materials available.
- -Those who sponsor this workshop should be congratulated for a good job. It may be more effective if some of the things on tape were explained by the discussion leader. There was a great deal of repetition.
- -Allow more time for group sessions. The training held today should have been held in two or more days, rather than one.

-I would have enjoyed seeing the slides on educational innovations in as much as we are all basically teachers. More emphasis should have been placed on this area. More time was needed for discussion. More heat was needed in the building. The teacher-trainer needed to learn how to operate the tape recorder to adequately present female voices. Instructors should know how to operate tape recorders.

Comments - Pine Bluff Workshop

-I think more emphasis should be placed on ways and means of recruiting students. There needs to be an immediate payoff. Perhaps those on welfare could bet a pay check raise for attending. Once the teachers get them, they will be able to hold them by converting them to the real reason they are there.

-I think participating teachers should be notified earlier.

-I feel as though it was very good, and we should try some concrete answers, if and when possible.

-The workshop was new. I found out about the workshop only a few days before. More information could be given to people working with ABE.

-Maybe specific suggestions for course work.

-I feel that those of you who concentrate in this field are far better able to evaluate the needs.

-I'd like an extended workshop. I'd enjoy attending at least two weeks.

-There should be more speakers.

-Give information where formal training in teaching Adult Education may be obtained.

-Should have these type workshops more often.

-I would like to have a pack. More people (teachers) should have ABE training.

-I think that if we could be divided up into groups with similar problems, that probably more could have been accomplished. The group was not organized so that each could discuss similar problems. I think it was a real good meeting.

-Prepare a packet to distribute as participants register for the session.

-The group leaders can be more informative. The materials used were very good. There were no real conclusions to any problems because of the time barrier.

-Typed information to take home in addition to what was used.

-I think that some type of suggested answers or solutions to presented problems, so as to give teachers ideas about how to solve the problems that actually exist in our classes.

-The job of ABE and its staff is more meaningful to me. All that were involved should be commended for the presentation of this program.

-More direct information as to the future of the ABE student after completion of his ABE classes.

-In future meetings I feel that the discussion should be broken into small discussion groups which will enable each participant to take part.

-Give materials to participants to take to their community for use in teaching.

Comments - Newport Workshop

-Just want to attend another--this was my first.

-I believe that the program presented was O.K.

-There should be more time for discussions and presentation of films.

-Best of this type I have attended! Not "cut and dried."

-The workshop should have been longer. (Possibly 2 days.)

-Some discussions were dominated by a few which did add to the meeting, but still held up the train of thought in presenting the packet.

-I suggest that more orientation material might be sent to ABE teachers.

-Teachers should know about the topics to be discussed before the meeting.

-Teachers should be informed of topics before workshop time.

-I enjoyed the meetings very much.

-Good! I didn't even go to sleep.

APPENDIX VI-B

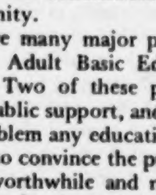
ARKANSAS
MAGAZINE ARTICLES BY DR. ALVIN McRAVEN AND MR. LUTHER BLACK

III. Magazine Articles Concerning ABE

During the month of February, the attached article appeared in Arkansas publications.

The article by Dr. McRaven was published in the Journal of Arkansas Education, a monthly magazine published by The Arkansas Education Association.

Adult Basic Education Programs



Dr. Alvin McRaven is professor of education at Arkansas State University. He is Arkansas consultant for Adult Basic Education of Region VII for the U. S. Office of Education's Guidance Services Division. A native of Missouri, Dr. McRaven has been a biology teacher and a high school counselor. He is a Navy veteran of World War II and holds his master's and doctor's degrees from the University of Missouri.

The federal government can make a worthwhile contribution to this endeavor, but the real support will have to come from the state plus the concentrated effort of the local community.

There are many major problems confronting the Adult Basic Education program today. Two of these problems are: the lack of public support, and the dropout rate. One problem any educational program faces is how to convince the public that the program is worthwhile and needs its support. This may be particularly true when a program has been in existence for several years and the public has formed many faulty perceptions of the students who attend and the program in general.

One way to overcome this lack of support is to invite the public to participate in the program. Generally, people who are informed about the objectives of an educational program will take a positive point of view. This does not mean that good public relations will solve all of the problems that confront Adult Basic Education; however, it will help convince the community that the program is worthy of support. The upgrading of the Adult Basic Education students, either vocationally or culturally, is an investment for the community. Changing students from members of the unemployed or underemployed ranks to participating, contributing members of a community is a decided investment that reaps many gains.

In any community there are many individuals who could be valuable resource persons for the Adult Basic Education teacher. Properly used, they can help to inform the community about the program, but also help to broaden the classroom experiences for the Adult Basic Education student.

Another major problem is the retention rate–especially in the beginning sessions. Some of the factors which have been suggested as contributing to this problem are discussed briefly in the following paragraphs.

Most Adult Basic Education teachers have been trained to work with elementary and secondary children. Because of their training background, they have a hard time relating to adults of all ages and levels of skills. There seems to be little or no justification for this concept. The supervisors in Adult Basic Education feel that the teachers are dedicated professionals who take their work seriously and they do relate to the Adult Basic Education student. It would appear that this is a negligible problem area.

There is a lack of adequate research data describing the Adult Basic Education student. While there is a considerable amount of data concerning the number, age range, sex, ethnic groups, and formal educational background, data concerning the characteristics and behavioral patterns of the Adult Basic Education student are incomplete or totally lacking. This is the type of research data necessary for the teacher to become more efficient in the instructional process.

The student may reason that since he is an adult the basic skills will be easier to grasp than when he was in school previously. While it is true that an adult cannot be compared to a third grade pupil, the learning of basic skills may be just as difficult and, in some instances, much more difficult.

Surveys show that 40 to 50 percent of the student enter the program for vocational improvement. There is a need for the program to provide learning experiences for the students concerning the world of work. These experiences could include: job interviews, specific requirements for families of occupations, advantages and disadvantages of various occupations, urban-rural employment, opportunities for additional training, etc. The student who is informed about these factors will be able to make a more realistic vocational choice.

Lack of Trained Student Personnel Workers

The teacher, as stated previously, does a good job in the program. His main job is to teach basic skills. The three problems—research, learning process, and vocational choice—are interrelated and very complex. The teacher, while trying to cope with all of the factors, needs support from trained personnel in order to minimize these problems.

The following suggestions are not intended to be a panacea for all educational and social ills. However, the writer feels they are worth exploring if the level of literacy is to be appreciably raised during the 1970's.

There is a need for the teacher and personnel worker to know the typical behavioral patterns of the entering Adult Basic Education students according to the level of basic skills. Do the lower level skills students drop out with greater frequency than students with higher beginning skills? What standardized test scores, other than the Adult Basic Learning Examination, contribute to greater knowledge about the entering student? What pertinent data would contribute to a minimum attrition rate other than standardized test scores? What happens to the Adult Basic Education student upon completion of the course work? What happens to the dropout? Has the program failed to provide for his needs or have some students reached a personal goal and not feel the need to continue? A good continuing research program will provide answers to many of these questions.

The Learning Process

Some members of a beginning Adult Basic Education class may be eager to read at the first session. Other members of the class may be very sensitive about attempting anything in the beginning. As stated previously, the level of competency may enter into the behavioral pattern. The typical Adult Basic Education student has had many experiences in which there has been very little reward. The first perception of difficulty on his part may send him back into the pattern from which he is trying to escape. For some students it may take several weeks to build enough confidence to feel comfortable in class. If the teacher has a reasonable assessment of each student's skills, he could assign tasks that are simple but challenging to the student. After the student has experienced success in these tasks, a more difficult task periodically will probably be met with some determination and not total despair. The student needs to see the relationship between effort expended and successful completion of a task. The teacher, in his professional judgment, may need to spend a considerable amount of time on affective learning, as well as the cognitive aspect.

The Personnel Program

The ultimate success of the Adult Basic Education program depends upon the classroom teacher. The Adult Basic Education program, however, could be strengthened considerably if all classroom teachers had the services of professional personnel workers with whom to consult about these various problems. The personnel worker could be of assistance with the research data, to assist the students to understand the world of work and its requirements, to act as a liaison person for other contributing agencies, to help with public relations, conduct placement and follow-up studies, and to help counsel students with personal problems.

It seems the beginning of any decade is met with a certain amount of apprehension, but also with a sense of challenge. Certainly the challenges for the American people are many and varied, internal and international. These challenges cannot be met without raising the level of literacy above the decade of the 60's.

The article by Mr. Luther H. Black, State Director of Adult Education, was published in the Arkansas Department of Education Newsmagazine. This magazine is published five times a year by the Arkansas Department of Education.

State and National Challenge

By LUTHER BLACK

Eradication of illiteracy, a state and national challenge, begins with enrollment in Basic and General Adult Education for those who missed their first chance at formal schooling, or are undereducated for sophisticated jobs.

The Division of Adult Education is providing the strength for broadening the philosophical scope of education. The educational philosophy is to be stretched to include adequate learning opportunities for each hurdle of a citizen's life.

Adult education is pushing the concept that age cannot be a truly beginning and ending date for knowledge, but that educational growth and development be a life's continuing process.

Two programs are administered by the division: (1) the General Adult Education program, geared to adults 18 years of age and older, and having 9th grade and above educational needs, and (2) the Adult Basic Education program which requires a person to be 16 years of age and older, having less than a 9th grade education.

Adult education objectives may vary in relations to the adult's basic academic and social needs. However, the broad objectives are:

1. To assist adults in acquiring increased knowledge of basic and academic and social skills.
2. To broaden the opportunities of adults, so that they may enhance their economic stability.
3. To increase the chances for more productive and profitable employment.
4. To assist adults in discovering a functional stream in relation to his or her education and occupational goals.

The Adult Basic curriculum involves (1) reading and writing; (2) computation of numbers; (3) English, speaking and communication; (4) functional health practices and (5) citizenship and other relative courses.

The curriculum is designed to include the essential high school subjects such as mathematics, science, English and social science.

The Adult Basic Education program is funded 90% federal funds and 10% by the state with an appropriation of $631,826 for the 1969-70 school year. General adult education is financed from a state appropriation of $75,000 per year.

The division has about 663 teachers working in the program. Ninety per cent of the programs are conducted during the evenings. Adult basic programs may be found in 82 school districts and general adult in 52 districts. Adult education is serving citizens in 57 counties or three-courths of the state.

The Adult Basic Education program has about 6,000 adults enrolled this year and the General Adult program has 2,500 students attending classes.

There is no fee to attend the adult classes. Books and supplies are provided adults whose education is less than 9th grade.

APPENDIX VI-C

ARKANSAS

LITTLE ROCK ADULT VOCATIONAL SCHOOL ABE PERSONNEL:

Part-time ABE teachers, 6 hours week:

Juanita Patton--Director of a kindergarten; two years teaching ABE part-time; 9 months teaching basic education full-time to adults under MDTA; Arkansas ABE Workshop, June 1968.

Vernelle Jones--First grade teacher; two years teaching ABE part-time; 9 months teaching ABE full-time.

Estelle Matthis--Elementary Special Education teacher; 1 1/2 years teaching ABE part-time.

Frances Harmon--Secondary teacher, Spanish and Social Studies; 1 1/2 years ABE, English as a second language.

Willie Mae Thrasher--Second grade teacher; two years teaching ABE part time; Family Planning Workshop, Norman, Oklahoma, 1969.

Wilma Harrison--Elementary principal; three years' teaching ABE part time.

Gladys James--Elementary principal; three years' teaching ABE part time; Arkansas ABE Workshop, June 1968.

Janet Semple--Full-time ABE for year and a half; 1 1/2 years ABE part-time.

La Von Payne--Secondary teacher, Spanish; new to ABE this year, English as second language.

Full-time ABE teachers, 30 hours week:

Joann McGowan--Full-time ABE 2 months; previously secondary teacher; recently completed Masters in Counseling.

Mary Walley--Full-time ABE 2 years; previously 3rd grade teacher, high school English teacher; Arkansas ABE Workshop, Hot Springs, Arkansas, July 1969.

Janet Semple--See above on part-time.

Hazel Atkinson--1 1/2 years full-time Learning Center Teacher; 1 1/2 years full-time ABE teacher; 15 years total teaching adults under GI bill, EOA, GED, ABE.

Charles Stuck--Full-time ABE one month; retired; hired temporarily to relieve overloaded situation.

Full-time ABE Secretary--Thelma Batson

Part-time Night Supervisor:

John Miller--Secondary teacher; new this year to ABE.

J. R. Jones--Project Director, CASA project; 2 years, part-time ABE experience.

Part-time Counselor, 6 hours week:

Glynn McCalman--New to ABE this year; 20 years experience working with adults; including 5 years in Brazil as counselor, school administrator teacher; 1 year counselor-probation officer; 1 year counselor for Settlement House; 1 year counselor for NYC; presently assistant director of "Green Thumb," program for elderly workers.

Full-time Supervisor:

Martha Nelsen--1 1/2 years as full-time ABE local supervisor; 1 1/2 years counselor for MDTA Adults and Youth; 3 years teaching basic education to MDTA and ABE students; Adult Basic Education Teacher-Trainer Institute, University of Texas, July 1967; Arkansas Staff Associate, Adult Basic Education. Teacher-Training Institute, University of Texas, 1968, 1969's Staff Associate, Arkansas Adult Basic Education Workshop, Hot Springs, Arkansas, July 1969.

Number of full-time students in program: 78

Number of part-time students program: 125

APPENDIX VI-D

ARKANSAS

IN-SERVICE TRAINING SESSIONS
LITTLE ROCK ADULT VOCATIONAL SCHOOLS
November 1 and 8, 1970

Saturday, November 1, 1969, was the date of the first session of the in-service training program for Little Rock Adult Vocational School personnel involved in the Guidance and Counseling project pilot program. The session was held at the Graduate School of Social Work, West Roosevelt Road, from 8:00 a.m. to noon. Meeting was attended by:

Thelma Batson----Secretary
Glynn McCalman----Counselor
Rod Jones----Part-time supervisor
Vernelle Jones----Part-time teacher
Juanita Patton----Part-time teacher
Frances Harmon----Part-time teacher, ESL
Estelle Matthis----Part-time teacher
Willie Mae Thrasher----Part-time teacher
Hazel Atkinson----Full-time teacher
Joann McCowan----Full-time teacher
Janet Semple----Full-time teacher
Charles Stuck----Full-time teacher (temporary)
Bud Lyle----State Supervisor
Martha Nelsen----Supervisor; Teacher-trainer

The meeting began with coffee and introductions of everyone--their full-time work and their role in ABE. Seven of the fourteen present are full-time ABE people. Four of the others teach in the public schools; three are in elementary, one in secondary. One is director of a kindergarten, one is director of Green Light a federal program, and the other is director of the CASA project--also a federal program. Only two of the people, with the exception of the State Supervisor and Teacher-trainer have ever attended an ABE Workshop. Mrs. Patton attended the Arkansas Workshop in June 1968, and Mrs. Thrasher attended the Workshop on Family Planning in Norman, Oklahoma during the summer of 1969. Experience ranged from very extensive--Mrs. Atkinson, who had taught many adult classes, even before ABE was initiated--to very little--Mr. Stuck, who has been hired full-time, on a temporary basis to relieve an overloaded situation and has been teaching for three weeks.

After the introductions of the people, there was an explanation of terms, uses of the words "package," "Master Unit," etc.; other parts of the material. The overall program was explained, what has gone before, what is planned for the future, and where we fit into the plan.

During the sessions, the units covered were: Unit I, Introduction; Unit II, Awareness of Human Needs; and the very beginning of Unit III, Dropouts. It was decided to start the third unit and continue until time ran out, then find a stopping point.

Probably one of the most interesting discussions was on the ABE statistics presented. Local statistics were compared to the regional ones. Some of the Special Discussions on:

Implications of age of ABE students

1. On counselor
2. On impact of program

Local statistics on ages and dropouts

FY 1969 shows we are attracting many more younger students than before

Average age FY 69 was 27 years--locally

Dropout in LR FY 69 was 10 1/2%--compared to region statistics

Reasons for high percentage of women

1. Bread-winners
2. Traditionally "meet" more or value education more

Discussed use of immediate, tangible rewards

Middle-class values vs. poverty culture values

Discussed use of tests

Techniques used for testing, reporting results to students

Differences between poverty culture differences and ethnic differences

Comment by black teacher that she often had special feelings against her because student was afraid she would feel superior because she was black and she had "made" it.

Discussed how to learn about ethnic differences

Discussed film and decided to show it first at next session.

The Unit III on Dropouts was just started and little discussion had begun. It was decided to hold the next session on the following Saturday, at Little Rock Adult Vocational School, and that the Buffy film would be shown first. The package was followed closely, with exception of the completion of the student questionnaire. The folder was discussed, but was felt to be too extensive for use with ABE students for regular use.

Saturday, November 8, 1969, was the date of the second in-service training session for Little Rock Adult Vocational School personnel involved in the Guidance and Counseling project pilot program. The second session was held at Little Rock Adult Vocational School, 14th and Scott Streets, from 8.00 a. m. to noon. The meeting was attended by:

Thelma Batson----Secretary
Glynn McCalman----Counselor
Rod Jones----Part-time supervisor
Vernelle Jones----Part-time teacher
Juanita Patton----Part-time teacher
Frances Harmon----Part-time teacher, ESL
LaVon Payne----Part-time teacher, ESL
Estelle Matthis----Part-time teacher
Gladys James----Part-time teacher
Wilma Harrison----Part-time teacher
Janet Semple----Full-time teacher
Charles Stuck----Full-time teacher (temporary)
Martha Nelsen----Supervisor; Teacher-trainer

Again, participants were greeted with immediate reinforcements--donuts and coffee--to ease the pain of an 8:00 a. m. meeting on Saturday. The Buffy film was shown first, as scheduled. Approximately an hour was spent on discussion of the film. Everyone felt that the film was good, and several have asked to view it again at another time.

Discussion following Buffy film:

- Prejudices, as film relates to Negroes in Arkansas
  - What are we doing?
  - What is the answer?
    - Share the wealth?
    - Education?
    - Individual acceptance?

Middle-class values--What are some? Can we recognize them in ourselves?

Unit III--Dropouts

Discussion of techniques:

- Student help student
- Encouragement
- Pat on back
- Sincere compliment
- Genuine concern
- Respect of person's dignity
- Phone calls
- Remind them they're learning
- Point out successes
- Tactfully inquire of other students
- Post cards

Unit IV--Emotional Needs of Adults

Discussions on:

- Basic needs of adults--biological needs
  - Temperature important in classroom
  - Poor medical care
    - Effect child sick has on parent's learning
- Emotional needs
  - Job security--effect on learning
  - Acceptance of young women with illegitimate children--how this satisfies her emotional needs of love, acceptance, security. Child is something which belongs to her.
  - Desire to "get ahead" is middle-class
  - Being lazy is not necessarily bad outside of "middle-class"
  - Valuing education is middle-class
  - Teachers should consider needs not values

Unit V--Domestic Problems Affecting Performance

Discussions on:

- Domestic Problems
    - Child care
    - Transportation
    - Trouble with law
    - Car trouble
    - Children in trouble

Tape by Dr. Grant Venn was not played. Participants were asked to read Dr. Venn's "What the Adult Basic Education Learner is Like" and Dr. Edward Casavantes' paper on the "Culture of Poverty" before the next session for discussion.

Unit VI--The Community Structure was introduced and the session was ended.

One of the valuable outcomes of these sessions is the sharing of ideas by the entire staff. The "day" people and the "night" people did not know each other, for the most part. In the past, separate in-service meetings were held because it is difficult to schedule meetings for all except on weekends. The teachers are more aware of the counselor and how he can help them--this has been some problem in a program which has operated for four years without a counselor. The "regular" ABE teachers and the ESL teachers have compared likenesses and differences in their classes. Discussions are lively and all seem interested because all are working in same program and problems discussed are ones which seem to apply to all.

ATTACHMENT 1

COMPOSITE EVALUATION FORM AND STATEMENTS CONCERNING TRAINING AND PILOT CENTER ACTIVITIES FROM LITTLE ROCK PERSONNEL

END-OF-DAY EVALUATION FORM

LARGE PILOTS

1. Were you interested in the topics presented today?	Very much 14	Quite a bit 1	Some but not much ____	Very little ____
2. Did you feel that the group was interested in topics presented today?	Very much 7	Quite a bit 7	Some but not much ____	Very little ____
3. Did you learn any new facts or get any new ideas?	Certainly did 13	Probably did 1	Maybe ____	Not at all ____
4. Did you change any of your previous opinions as a result of today's presentation?	Certainly did 4	Probably did 8	Maybe 2	Not at all ____
5. Were your previous opinions confirmed or strengthened?	Very much 10	Quite a bit 4	Some but not much ____	Very little ____
6. Do you think the group accomplished anything as a result of today's presentation?	It certainly did 9	It probably did 4	I doubt if it did ____	It did not ____
7. Was there enough preparation for the meeting?	More than needed 3	All that was needed 11	Should have been more ____	Should have been much more ____
8. Was there enough opportunity for discussion?	Too much ____	All that was needed 12	Should have been more 2	Should have been much more ____
9. Would the meeting have been better if some parts had been left out?	Certainly not 7	Maybe 3	Probably 4	Definitely ____
10. Did you find the social atmosphere of the meeting congenial and enjoyable?	Very much 11	Quite a bit 3	Some but not much ____	Very little ____

11. Do you have suggestions (about techniques, material, etc.) for improving future meetings? (Use other side of page if necessary.)

On November 1 and 8, 1969, the teachers in Adult Basic Education in Little Rock met for In-Service Training. The study was conducted by Mrs. Martha Nelsen, Supervisor of Adult Basic Education in the Little Rock Schools.

The program defined a two-fold purpose: (1) to acquaint the teachers with the need and potentialities of the program in Arkansas and particularly in the Little Rock area; (2) to suggest procedure for recruitment of students for challenging them and for encouraging the discouraged ones.

My personal reaction was strong and positive. I found that even though many adults are very anxious to improve their education, most of them suffer from feelings of inferiority that foster discouragement. The task of the teacher therefore is both to teach and to encourage. This latter function is achieved through a warm concern the teacher has for the progress of the students and a constant one-to-one relationship with them.

Responsibility for carrying out these agenda lies heavily upon the shoulders of the teachers. It is a large but very challenging and rewarding obligation.

Charles Stuck

The in-service training workshop has been most beneficial in many facets of understanding Adult Education. The name of the package itself is the key to what the workshop has accomplished and it has created an "awareness" that must be a part of any successful ABE instructor.

The workshop presented the opportunity for colleagues to communicate and reflect on the problems and ideas of one another. This in itself can strengthen the program with more understanding between faculty members concerning classroom methods and media.

The keen observations of Middle-Class morality and Puritan ethics versus the Culture of Poverty was most beneficial to the writer. To be ever aware of these basic differences is a necessity and an attribute for any teacher in ABE.

Finally, the pilot counselor has been a definite asset to our program. He has contacted those with successive absences in an effort to prevent dropouts. He shows all new students around the building and just recently has taken over our testing program. This has been especially helpful for the writer who had until the days of the pilot counselor done much of the testing.

Janet Semple

Since adult education is a relatively new field for most ABE teachers, teacher training programs are most helpful. Many things that have been presented are things we may already know, but fail to carry out with our students. We are made more aware of our students' needs in many areas and are encouraged to try new ideas and teaching methods.

The most valuable part of the program is the exchange of ideas among fellow teachers. The material has been presented in a very effective manner.

Having a counselor available for our students is a great asset to our program. There are times when students need to talk and teachers do not have time for him individually at the time he needs to talk. Teachers do not have proper training to deal with many of the problems of adult students.

Juanita Patton

Several reasons make the in-service training program valuable, if not downright indispensable to the serious ABE worker, as I see it. First, direct information is presented in the formal sessions which would probably never be obtained otherwise. Second, the ideas which come from the formally presented material and the informal discussion with fellow workers become seedbed for constructive planning. Third, the teacher-trainer has successfully stimulated the trainee's concentration on the basic purposes and opportunities of ABE. All in all, the in-service training program has been an instructive, stimulating, congenial learning experience.

Glynn McCalman

The in-service workshop has been quite beneficial to me. It has made me aware of the basic needs of our students. As a newcomer to ABE classes, the sharing of ideas, new methods, and materials, and the progress being made in this program have aided me in setting up certain objectives for our students. The procedure used for conducting the workshop has been very effective in maintaining the interest of all the participants.

The counselor has been an asset to the ABE classes. We live in an era of specialization, and I do not feel competent in dealing with many of the personal problems our students may have. It gives me a feeling of "comfort" to know that there is someone we can go to to get help for our students. He is definitely needed in our program.

Estelle Matthis

The ABE in-service training program has been excellent to this point. The material is concise and extremely informative as to the problems facing the ABE students. From the understanding of these problems, I feel that we as ABE staff members can provide a better program for the students. There are a number of benefits to be derived not only from the prepared material, but also from the group discussions. These discussions give staff members a chance to exchange ideas and experiences and learn from each other.

Because of the innovative nature of having a counselor for part-time ABE students, it is difficult to fully assess the impact at this time. However, the students seem to be very receptive to the idea. They have someone who they can go to to "get some answers." Many times, the ABE teachers and supervisors, by the very nature of their duties do not have the time to counsel with the students as they might like to. They also might not have at their disposal the information necessary to really aid the student. By having someone whose only job is to provide this information and help the student solve his own problems, I feel that we are offering a much more comprehensive program for the ABE student.

J. R. Jones

The in-service training has been very valuable because, although my class is different, it has helped me to learn more about working with adults. From the discussions I've gotten ideas I could adapt to my own particular need, and through the film and other materials, I realized problems these students might have that should be considered. It has given me a better picture of the overall program. I've been to many education workshops and meetings, but none has been as valuable as this.

Glynn has been most willing to help, but there is little that he can actually do to help me. I'm sure that he would help me if I asked. I do not know if my students have gone to him with problems.

Frances Harmon, ESL

In-Service Guidance and Counseling and its relation to ABE students improved awareness concerning the problems of the ABE student at home and their affect on problems at school.

The method in which the packet was set up was most effective, particularly in the listing of Behavioral Objectives. The human characteristics of the ABE student were most perceptive.

The preventive measures against drop outs were most profitable along with referral procedures. All of this is necessary material for the amount of counseling that goes on between student and teacher.

Last, but of most prominence of mind was the vivid detail concerning the differences in the culture of poverty and ethnic differences. This subject brought about a profitable conversational interplay at our workshop. In-Service Training as a whole was a success for me and for the program in our school.

Hazel Atkinson

In-Service sessions are a time of sharing ideas and experiences, developing an awareness of adult needs and problems, and enhancing our teaching methods for a more effective learning process.

The previous sessions have been just that with a primary emphasis on awareness of needs and problems in guidance and counseling.

Just how much one can benefit from the sessions will be determined by the willingness of the teacher to accept each individual as a person of worth and to understand his needs and problems.

These sessions should "re-activate" teachers to an awareness of individual and group needs, an accessment of our own values, and the need to accept and understand each ABE student.

Joann McGowan

APPENDIX VI-E

ARKANSAS

COUNSELORS' MONTHLY REPORTS FROM LITTLE ROCK VOCATIONAL SCHOOL

The primary objective of the counselor during September was to become generally oriented to the school, its staff, faculty, curriculum and students. The ABE Supervisor was generously helpful by working overtime to see that this was accomplished.

During the first week the counselor and supervisor spent much time in discussing the ambitions of the school and its resources for accomplishing them. This time of orientation proved to be very helpful if not indispensable, because most of the initial counseling opportunities arose informally from minor problems related to registration, testing and class assignments.

During the first week, also, the counselor was introduced to all ABE teachers and classes. The introductions were informal and in most classes, especially smaller ones, this gave opportunity for the counselor to become individually acquainted with students through light conversation.

Even though introduced as "counselor" most students did not immediately understand the meaning of his role except vaguely, as being someone on the staff who offered to "help" any student in any way he could.

Initial acquaintance with students began to enlarge by sharing "break time" with them and by accepting invitations to visit classes. This was especially profitable with the classes of foreign students studying English. The counselor's rapport with these seemed especially natural because of his having lived several years in another country and being bi-lingual.

October 1, 1969

Counselor counseled 4 students

A. Middle-aged Negro woman: Sought counselor voluntarily. Has been in ABE 2 or 3 years. Has made considerable progress, but someone in community had told her that if she hadn't earned high school certificate by now she probably couldn't ever. Counselor reminded her of progress she had made and encouraged her to continue-----

B. Italian-American family: ABE husband sought counselor after counselor's visit to class--mostly just wanted to talk with someone sympathetic to his problems with language. He also wanted counselor's assistance in obtaining English-Italian Dictionary. Counselor promised to seek dictionary and promised to visit him on daytime job and family at home.

C. Young Middle-aged ABE Negro man: Has family, full-time job--wanted assurance that he might actually attain high school diploma. Counselor consulted WRAT test grades and one of his teachers and later assured him that school staff felt it quite possible that he might enter G.E.D. program in January and obtain his G.E.D. certificate.

D. Young White Man: G.E.D. Counselor met student at registration office and talked informally. He wanted to complete high school and was uninformed on how to go about it. Was too late to begin classes in G.E.D. but willing to work in ABE until next semester. ABE supervisor and counselor observed that his WRAT grades were high and thought he might achieve in G.E.D. level. Counselor discussed this with teachers and it was agreed that he should be given this opportunity to try G.E.D.

October 8, 1969

Counselor spent much time on phone talking with persons who had enrolled in ABE and had either not returned for classes or had attended some and quit. This proved to be time well spent. Counselor discovered that one had found a job working at night and counselor directed him to ABE day school. Two others had conflict one school night but could attend other night. These and others were referred to ABE supervisor for working out schedules. Also, counselor talked with several students informally about minor problems--personal and academic.

October 9, 1969

Counselor talked informally with several students. Telephoned 3 absentees and one middle-aged Negro woman came by to talk briefly (during break time) about minor problems--academic and domestic. Counselor encouraged.

October 14, 1969

Counselor phoned absentee students. Succeeded in arranging interview for one ABE student with supervisor rearranging schedule.

ABE teacher asked counselor's aid with intoxicated student. Counselor visited class recommended that teacher suggest student visit for interview. Student asked to postpone interview until another night. Teacher and counselor agreed that student should remain in class that night.

Counselor spent an hour with an Italian-American ABE student who came on a non-class night (for student) who sought help in several different areas, mostly related to language difficulty. Counselor called two Italian-American friends. One invited student and counselor and families to visit in his home later in week. Accepted.

October 15, 1969

Much of counselor's time is spent in brief, minor and informal counseling situations. These of course are not recorded. The problems range from minor school difficulties to continuing problems which have been discussed on other occasions. Counselor's objective in all of these is to help create a friendly environment augment confidence in students abilities and convince students that school personnel are honestly trying to help further their education.

Counselor was asked for counsel by one of ABE teachers concerning a minor personal problem. Conversation was limited by "break time." Offered some recommendation.

October 29, 1969

Counselor made calls to some absentees and visited 3 classes informally.

One middle-aged Negro woman student talked with counselor about her progress academically. Counselor checked with teacher and consulted WRAT test and offered encouragement.

Visits such as this almost always give opportunity to discuss personal and family relationships--not by direct questioning by counselor, but by casual conversation. Often, the student just subconsciously wants to vocalize theretofore unspoken thoughts. At other times the student seems to be asking, indirectly, for support or approval for a personal decision either already made or about to be made.

November 4, 1969

Counselor phoned absentee--white, middle-aged male, to offer assistance on attendance. Student had once asked for interview with counselor and didn't follow through. He said he was discouraged because last year's teacher had not come back this year. Counselor granted that students learn at different rates of progress with different teachers and suggested that it might be possible to transfer to another class. He promised to come talk with counselor and ABE supervisor regarding this. Counselor will follow up.

Visited 2 classes where one teacher was having to divide attention between them for awhile. Offered assistance to teacher and lab students.

As a result of the interview reported above, another student from the same class was recommended to counselor by Mrs. M. The second student also wanted to be encouraged about her academic progress.

Counselor consulted her file and with Supervisor in order to honestly assure student of progress.

Counselor observes that very few students seek a formal counseling session with him until some kind of informal rapport is established either directly with the student or a friend of that student. Exception to this, of course, arises when student believes that counselor is somehow related to academic status of students.

October 22, 1969

Counselor's time was filled profitably this evening by visit to school by Mr. Bob Wood and Pat Prewitt of Austin office of ABE, and Mr. Buddy Lyle and Mr. Luther Black of Arkansas Department of Education. This visit proved very informative and encouraging to counselor.

Also on this evening counselor talked with G.E.D. student at her request. This was second visit by Mrs. R. On first visit she had discussed mostly school technicalities. At this time she sought counselor's help in getting a better daytime job and requested future interview to talk about other personal problems.

October 28, 1969

Supervisor requested that counselor offer assistance to teacher and students involved in rearranging of two classes. Counselor was on hand in classroom for awhile, offered assistance to teacher and "stood by" for any opportunity to help. This may have contributed some to acceptance of change by students, especially in one of the classes when counselor had previously become fairly well acquainted with all students.

Counseled G.E.D. student recently divorced regarding personal problems and then called in supervisor to discuss academic problems and future plans of study.

October 16, 1969

On this evening counselor and wife accepted invitation from Italian-American friends to bring an Italian-American family from ABE English class to their home for social visit. This seemed very successful in augmenting friendly relationships. Time will limit such "extra-curricular" activities, but counselor hopes that similar opportunities will come again.

October 21, 1969

Counselor telephoned several absentees to offer assistance toward facilitating regular attendance of classes. ABE student at break time came to inquire if she is progressing satisfactorally academically (Negro, middle-aged). Counselor consulted file and conferred with ABE Supervisor, then assured her that she has made considerable progress and should by all means continue in school. She promised that she would. Student talked then of her background and family. Counselor is familiar with her home community, "Dark Corner" and Fargo of Monroe County, having served last year as Neighborhood Youth Corps Counselor in that area.

Student told about having lost 4 of her 6 small children in a fire a few years ago. Counselor believes that such information especially when volunteered is immeasurably valuable, both in establishing rapport with student and in offering wise counsel. The fact that Mrs. M. lost 4 of her 6 children so quickly and tragically has apparently intensified her desire to be a good parent for her remaining 2 children. This includes becoming as well-educated as possible.

Called 27 year old white, male absentee who says he gets in late from work (sheet metal) but intends to return to class.

40 year old, single white male sought counselor to see if he couldn't learn some manual skill without having to learn basic education. Counselor acknowledged this possibility but suggested that to be a good craftsman of any skill that reading, writing and arithmetic were essential. He agreed.

November 5, 1969

On previous week, foreign born student requested counselor to write letter to Berlitz in New York requesting information on records and tapes for Italian learning English. Counselor wrote letter and communicated same to student.

Took visitors on tour of building and brief orientation on ABE. Visited with classes at break time.

November 12, 1969

Offered assistance at request of Supervisor to ABE teacher who is having difficulty with 3 students. Two had been suspended for 1 week. The third, a new student, continues to harrass the teacher. . . says he is from Georgia and seems to be proud of his racial prejudice. Counselor promised to assist.

Counselor met two new students from Mexico in registrar's office and took them to foreign-born English class--introduced them to teacher and class. Visited the class for awhile.

Supervisor and counselor had conference with local NYC counselors related to problems mentioned above. ABE student came voluntarily to talk about various emotional problems. Long (1 hour) conversation in which problems ranged from difficulty in human relations with daytime employer (student is waitress) to relationship to boyfriend, parents and neighbors.

Counselor mostly listened and offered encouragement. Student's general lack of confidence affect her academic work. Counselor recommended that she have a thorough physical examination--in partly in hopes that physician might observe emotional problem and offer necessary medication. Also, physical exam might disclose need to lose weight. Student promised to see physician and asked for future interview.

November 13, 1969

Counselor arrived early to intercept several new students whom Supervisor had personally recruited from College Station (very low-income, Slum suburb). Assisted Supervisor in welcoming 7 new students and getting oriented to class. Counselor had some advantageous rapport with these because of familiarity with College Station--discovered mutual acquaintances. Called several absentees (ABE). One had been ill, promised to return, one's husband was rather unresponsive to phone call, one was deer hunting and another said job hours conflicted with ABE.

November 18, 1969

Visited ABE class which was receiving new teacher and offered assistance. Supervisor requested counselor to converse with 2 new students from Mexico, who had appeared on wrong night for English-Learners class. This gave opportunity to get acquainted and offer assistance with future difficulties.

Took 5 new ABE students on tour of Vocational Classes section of school and explained why we considered basic education essential before trying to learn specialized skills.

Took two Mexican students (see above) to their residence. They speak virtually no English and would have had to wait 3 hours for ride home. Telephoned absentees.

November 19, 1969

Talked briefly with foreign students in reference to letter I had written on their behalf requesting information from book company. Visited 2 ABE classes and spent extra time with foreign-born English class and offered to assist with new students.

November 24, 1969

The early part of the evening was spent in informal activities--helping in the general office, etc. One young man came to counselor who requested general counsel on his future. He wanted to own and operate a small business (welding & machine shop). He realizes need for basic education and wanted to study 4 nights a week. Counselor and Supervisor explained difficulties of trying to attend classes every night. Counselor took him to see reading lab and teacher and after considerable conversation he decided to take ABE 2 nights a week and special reading lab extra hours. Counselor visited 2 ABE classes.

November 25, 1969

New ABE student asked for help. Counselor introduced him to supervisor and state counseling supervisor who was visiting. Talked briefly about his particular interest and background. Introduced him to teacher and to other class members.

Roy Fuller, graduate student of ASU, Buel Lyle, of Arkansas Guidance and Counseling Project Director, and Martha Nelsen, Local ABE Supervisor and I gave Biographical Data Forms interviews during class periods.

December 2, 1969

Two new ABE students arrived and were presented to Counselor, Supervisor and class. Gave brief orientation to them and administered WRAT and graded. Counselor called one absentee and phone conversation became lengthy counseling session.

As weeks go by it seems that counseling experiences tend more toward personal and family relationships than academic problems. This is natural in this school because the local ABE Supervisor, fortunately, is always accessible for counseling on academic affairs, both to faculty members and to individual students.

This is good, because Counselor's training and experience is strongest in personal counseling on emotional, family, economic, etc. relationships.

December 3, 1969

Counselor spent total evening helping eight ABE students (by twos) answer biographical data questionnaires. (For U. of T. project.) This proved to be an excellent opportunity for getting better acquainted with students. Even though Counselor administers WRAT tests now to new enrollees and thus finds opportunity for establishing rapport through that phase of academic orientation and placement. The biographical data questionnaires dealt with personal information and attitudes.

December 9, 1969

ABE teacher alerted Counselor to student whom she would recommend later in evening for counseling. This gave opportunity for Counselor to prepare by checking file for basic information on student.

Student's problems were: 1) anxiety about whether she could succeed in G.E.D. if she tried next month, and 2) personal problems involving a) concern for future employment, children's education, and

b) possibility of moving out of state. Tried to give support in all areas of concern and also promised to introduce her to one of the G.E.D. teachers who would discuss G.E.D. course expectations with her.

Administered WRAT test to new ABE student, and then helped in his initial orientation.

December 10, 1969

Administered nine more "Biographical Data" questionnaires. Also reported and discussed the December 5 and 6 conferences on Guidance and Counseling at Dallas with Supervisor and some faculty members.

December 16, 1969

Administered more "Biographical Data" questionnaires.

Counseled young (25-30 yrs.) ABE male student in reference to his academic progress.

Counseled middle aged female G.E.D. student in reference to family difficulties.

January 7, 1970

Administered WRAT tests to three students. After testing each one, Counselor conferred with Supervisor on placement, gave orientation to school and introduced to teachers.

Counseled with two G.E.D. students separately. Both were middle-aged women who were apprehensive about approaching final G.E.D. exam.

Counseled one young ABE student who was admittedly suffering from post-holidays depression. (Other persons seem to have the same malady, expecially with unusually severe weather accompanying. The surprise here was that it is usually women students who vocalize this depression rather than the men.)

January 8, 1970

Administered WRAT test to two enrolling ABE students. Both were young men in their early twenties. One is a son of the owner-manager of a large local electrical company. Counselor spent extra time with this boy and his mother because it seems especially important to them that he be adjusted to the school and succeed academically. Apparently he has had a background of illness, which limited regular school attendance though he continued in local high school until last year when he was 21 years of age.

Counseled two other students, one G.E.D., one ABE, both female, who are emotionally depressed.

So many adult students, especially of ages approximately 35-45, usually women, seem to appear depressed at this season of the year. Some have full-time jobs and are tired at the time of evening classes. The attitude of some seems to be expressed accurately by Peggy Lee's recently popular song-question, "Is That All There Is?" Their question, vocal or unspoken is "Is there no more meaning to life than this?"

Some of these are reflecting economic frustration, others religious frustration and various emotional complications. Most of them will, however, complete their basic education and G.E.D. and this accomplishment will offer substantial therapy toward emotional and economic well being.

Counseled 17 year-old student in regular adult high school with whom counselor had counseled previous year in Neighborhood Youth Corps.

January 13, 1970

Administered WRAT to new ABE student, oriented and presented to class. Counseled two elderly Negro women together who wanted to know about their academic progress.

Counseled young male G.E.D. student about future vocation plans.

Counseled an ABE teacher about general problem of drop-outs in her class. Offered to help contact some of them who had been absent.

January 14, 1970

Visited two ABE classes and talked with students.

Visited students during coffee break. One conversation there extended into a counseling session in which student discussed personal ambitions, obviously wanting support for his plans. Counselor encouraged him to pursue his objective patiently.

Counselor spent time studying files of students and bringing some up to date.

Made phone calls to absentees and "drop-outs." Absentees all promised to return and one drop-out promised to return.

January 20, 1970

Gave WRAT tests to three new students and two already enrolled. Two were ready for G.E.D. course and enrolled. There were three that needed ABE and were enrolled.

Counselor is convinced that this is an important function of counselor for several reasons:

1. It gives Counselor opportunity to greet, become acquainted with and give orientation to new students. This latter function is especially important when the prospective enrollee is timid or lacks self-confidence.
2. It alleviates teacher load. This is especially helpful where the teacher has a large class.
3. When new students are tested by a teacher in a classroom, he may feel that he is demoted when after taking the test is then assigned to another class and another teacher.

4. When the Counselor tests all students, there is more probability of uniformity of testing and grading. Though slight, there can be some variation in the results even of a WRAT test when given by different testers.

January 26, 1970

Visited two classrooms briefly. Gave WRAT test to student who desired to move on to G.E.D. Had lengthy counseling session with her. Test revealed necessity of further ABE study before attempting G.E.D. Student agreed and Counselor introduced her to advanced ABE class and teacher.

Counselor discussed family problems with ABE student whose school work is being affected by apparently unsympathetic husband. Since husband won't permit her to spend four nights a week in G.E.D., Counselor recommended continuation of training in advanced ABE. She agreed.

January 27, 1970

Same as last evening. After giving tests and grading, Counselor discussed class placement with students and tried to encourage those who were disappointed at not "passing" G.E.D.

January 28, 1970

Not a regular work night. Just came by to help awhile in orientation and testing of new students if needed.

Little Rock Adult Vocational School---ABE
Counselor's Report---February, 1970

February 3, 1970

Quiet evening. Informal conversations with students. Little significant counseling. Discussion with supervisor concerning various minor problems and how to solve them.

February 4, 1970

Tested two new ABE student, one referred to us by Neighborhood Youth Corps and another who came on own initiative.

The NYC student was very glad to receive attention. Counselor talked at considerable length with him. He had just come to city a month before from an isolated area and seemed pleased to discover rapport with someone. Counselor has observed that most of our ABE students, except youngest ones, come from small rural areas where schools were either hardly accessible or of limited facilities,--especially counseling facilities.

As soon as initial acceptance is established between counselor and student, Counselor almost always asks about geographic background of student. Students are pleased to learn that Counselor knows something about their previous environment, sometimes even mutual acquaintances.

A fundamental basis for "counseling," we believe, is "communion." To the extent that the student and Counselor are conscious of this "communion" will the Counselor be able to apply whatever skills he has toward assisting the student develop his personality and academic talents.

February 10, 1970

Administered WRAT tests to three new students and introduced them to classes. Two of these were a father and his son. The third was a friend who works with them. The father is virtually illiterate. He told of growing up in isolated rural area of Ozark Mountains and that the family moved quite a lot and he had no opportunity for schooling. The son had completed 8 grades and dropped out. Apparently the father is enrolling as encouragement to his son.

February 11, 1970

Called absentees.

Visited English class for foreign-born.

On request of an ABE teacher talked with young woman ABE student about problem with her family. Mother apparently is emotionally insecure and passes insecurity to daughter.

February 18, 1970

Gave WRAT test to three new enrollees in ABE and assigned them to classes. All three were men. Two men are 26 and 32 years of age. Both recognize need for high school education level to earn more money. One is a welder and the other is a machinist. It will be hard for both to discipline themselves to study, but economic squeeze and family responsibility may compel them.

February 19, 1970

One 30 year-old man came in asking information on learning technical skill. Counselor tried to persuade him to begin with ABE. He is impatient, however, and is not willing to pursue objectives indirectly.

Phoned absentees, one promises to return to class next week.

During the day Counselor met one absentee on street and persuaded her to return to class. She was present at evening class.

February 24, 1970

Phoned absentees.

Tutored a G.E.D. student who was having difficulty with English.

Counseled one young man concerning financial difficulty.

February 25, 1970

Administered four WRAT tests to new students and assisted in assigning them to classes.

Substituted for ABE teacher who became ill while in class.

APPENDIX VI-F

LOUISIANA

LETTERS FROM PARTICIPANTS OF THE AREA WORKSHOPS

Mr. Robert Arcencaux, Supervisor
Adult Education Department
Lafayette Parish School Board
P. O. Drawer 2158
Lafayette, Louisiana 70501

Dear Mr. Arceneaux:

This communication is in reference to my evaluation of the Adult Basic Education Workshop in Guidance and Counseling for the ABE Students. The workshop as a whole was very well organized. The speakers were outstanding and did an excellent job in developing and covering their topics.

The program schedule was excellent. The idea of the speaker developing the subject area with the transparencies and the tape recorder was excellent. Ideas were shared by all participants. The procedure used to organize the topics for the workshops was excellent. At this point, I would like to suggest that a survey be expedited to get the ABE Teachers to give their suggestions as to what they would like for the Workshop to cover. However, I'm of the opinion that the material covered at the workshop took in all areas in the Adult Education Program.

The element of time for the workshop was not too lengthy. It was so well organized, consequently time went by quickly.

The yellow evaluation booklet to be filled out by the teachers was excellent. The green booklet is like a "Bible" to me, for use with my Adult Education Classes.

This last Saturday at the Workshop was certainly a rewarding and gratifying experience for me. It permitted me to meet and talk with other teachers like myself. The exchange of ideas and techniques in various phases of our work was good for all of us.

Our society is becoming more complex and its institutions are growing and changing their nature and structure. We as Adult Education Teachers must also be willing to "change" and try new ideas in order to keep pace with our youth, adult students and society.

Mr. Arceneaux, I certainly want to thank you for your hard work and dedication in the field of Adult Education. We are proud to have leaders as you and your staff working in this area. Keep up the good work.

Sincerely,

Joseph V. Viator
Guidance Counselor

Mr. Robert Arceneaux
Lafayette Parish School Board
Adult Education Department

Dear Mr. Arceneaux:

I feel that the workshop held last Saturday was a very worthwhile project. The method of presentation, both in the large and small group discussions offered many practical, workable ideas. Even though some of the suggestions given in the slide presentation were a bit idealistic, many were applicable to our classroom procedure. However, the most valuable part of the program came from the small group discussions, and the ideas of greatest interest dealt with keeping the students interested in their work, meeting their immediate needs, and teaching useful safety, health, and citizenship skills. My only regret was that the program could not have been longer.

I would also like to take this opportunity to say how much I have enjoyed working in the ABE program. In the past two months I have learned a great deal more about working with people than I have learned from three years of college. I feel that the experience I have gained will greatly aid me in my student teaching next fall. Not only have I enjoyed working with the students but also with my supervisor as she is an outstanding teacher and has taken the time to teach me how to help others effectively and has given me the opportunity to work individually with the students. If possible, I hope that I might be able to continue working in the ABE program as I feel that it is an important, worthwhile project.

Sincerely,

Mrs. Ann Kilman

Dear Mr. Couvillion,

Too often a teacher's comment of a workshop is "Just another boring workshop." Not so with the ABE Guidance Awareness Workshop--All teachers spoke favorably about the exchange of views with other ABE participants and the awareness of the many counseling opportunities of an ABE teacher. All of our teachers were pleased with all phases of the workshop. In fact, one teacher lamented, "It was so interesting that I forgot to take notes; now, I can't fill my yellow book."

You and your co-workers are to be congratulated for a well-planned and well-presented workshop. I'll look forward to attending other workshops in the future.

Hope to see you soon.

Sincerely,

Hazel Landry

Mr. Claude Couvillion
Director of Adult Education
Department of Education
Baton Rouge, Louisiana

Dear Mr. Couvillion:

I've worked for four hours trying to evaluate the ABE Teacher's Awareness Program which I attended February 21, 1970.

You directors certainly did your homework! It is amazing how much effort and quality you put into trying to give us so much in so little time.

May I make a suggestion? Give us participants an opportunity to prepare for the conference. I had no idea I was to be there all day and no idea of what to expect. Perhaps I have the time to give to study because ABE is my only job. The rest of my time is filled in volunteer work. Also could we pose questions for discussions?

Sincerely

Margaret Gooch

Mr. C. C. Couvillion
Assistant Director, Adult Education
State Department of Education
Baton Rouge, Louisiana

Dear Mr. Couvillion:

Would like for you to know that I think that you and your staff did an excellent job last Saturday conducting the workshop for Adult Education teachers in Hammond.

Your material was very good, the leadership was inspirational, the hospitality was warm, and the whole program was well-planned and business-like.

I feel that the experience will certainly help me in the future with the problems of Adult Education.

I made this report to Mr. Powe and therefore am passing the same to you.

Sincerely yours,

Harry W. Hoppen
Teacher of Adults

Dear Mr. Couvillion:

Just a line indicating my interest in workshops and how successful I thought the recent one held at LSU, N. O. was. I really feel that all in attendance will be aware of the needs in assisting our adults in achieving their goals. A kind message by each one with their own particular class will also make each individual more secure in being a part of the program. Again, I feel the workshop was a success. I'm sure all from Jefferson feel the same as I do.

Sincerely,

H. Hatty

Mr. Robert M. Arceneaux
Supervisor of Adult Education
P. O. Box 2158
Lafayette, Louisiana 70501

Dear Mr. Arceneaux:

Thank you for the opportunity for attending the Adult Basic Education Teacher Awareness workshop on the USL campus recently.

Since I am a novice in Adult Education, I went to the workshop seeking information about many aspects of teaching adults. The workshop either filled needs or pointed me in the right direction for obtaining this information.

The group discussions (as conducted by Mr. Spears) were especially valuable. It is always helpful to hear how someone else has handled a situation. The evaluative light we turned on various teaching methods was beneficial in helping me implement those methods most conducive to educating adults.

My only disappointment was that the day passed too swiftly, the lunch period was too long, and the workshop was too short. I would have welcomed and could have profited from another day of group discussions.

Sincerely,

Frances H. Lighty

Lafayette Parish School Board
P. O. Drawer 2158
Lafayette, Louisiana

Attention Mr. Robert Arceneaux

Dear Mr. Arceneaux:

I would like to take this opportunity to thank you and the State Department of Adult Education Supervisors for making the one day instructional session available to us.

I think it was very well prepared and comments and discussion sessions will bring to light a lot of things that we as teachers can do in our adult education program.

To me the most rewarding part of the program was the discussion session. The comments in these sessions from other adult teachers will be of value to me. Everyone has problems, but most of these problems are primarily the same. Open discussions on the subject matter brought up will make me a better teacher.

Thanking you again, I remain,

Sincerely yours,

Jim Purslow

Mr. Robert M. Arceneaux,
Supervisor of Adult Education
Lafayette Parish School Board
Lafayette, Louisiana

Dear Mr. Arceneaux:

First, I would like to thank you for the opportunity of being a part of the Guidance and Counseling Workshop held on U. S. L. Campus.

The workshop was indeed inspirational, especially after listening to such dynamic speakers with so much valuable information to share.

I indeed received a lot of valuable information from the tapes, slides, and overhead projector which I shall and have already shared with my students.

I experienced new hope and interest from students after relating Mrs. Meno's experience in her educational affairs. They too think that they can work as she did toward higher goals.

I must say it was indeed rewarding to attend such an educational affair as the Workshop.

I shall be looking forward to attending another one in the near future.

Yours Truly,

Adell J. Martin

Mr. Robert M. Arceneaux
Supervisor of Adult Education
Lafayette Parish School Board
P. O. Drawer 2158

Dear Mr. Arceneaux:

I want to thank you for having included me in the attendance of such a workshop as we had on Saturday, March 14, 1970.

I feel that I have gained much knowledge from the wealth of materials given in the booklet and the very informative discussions in both the general and group sessions.

This workshop has helped me to be able to go back to the classroom and try to help meet the needs of the ABE students.

Again let me say how much I enjoyed the workshop.

Yours truly,

(Mrs.) Mabel S. Lilly
Paul Breaux Elementary School

Lafayette Parish School Board
Mr. Robert Arceneaux
Supervisor of Adult Education

Dear Sir:

The workshop which I attended on March 14, 1970 was most enjoyable and informative. I enjoyed all phases of the workshop, but the group sessions were most helpful to me as an ABE teacher. In my special group, there were many experienced ABE Teachers. They had an opportunity to share these wonderful experiences with us. The discussions were very interesting and exciting. The workshop was very well planned and the leaders of the different groups were excellent. The only criticism I have to offer is, that there wasn't enough time allotted for this type of workshop.

Yours truly,

Joseph E. Meche

Mr. Robert Arceneaux, Supervisor
Lafayette Parish Adult Education
Lafayette Parish School Board
P. O. Drawer 2158
Lafayette, Louisiana 70501

Dear Sir:

Let me thank you for involving me in your Adult Education Program. It is a most rewarding experience.

The ABE Awareness Workshop came as a timely and valuable instrument during this period of my work with the Lafayette Parish Adult Education Program. It enhanced, to a great degree, my ability to work more effectively with students enrolled in the program.

The material with which we dealt was most rewarding, in that it highlighted the specific needs, attitudes and characteristics of the currently enrolled, as well as the potential ABE student. However, the content was so adept that in the future more time should be allotted for the discussion period.

Yours truly,

Mrs. Queen E. Mays

Evaluation of ABE Teacher Awareness Program:

The Teacher Awareness Program for Guidance and Counseling of ABE Students held at the University of Sothwestern on March 14, 1970 was both informative and recompensating.

Even though the Conference was short, the basic purposes of the Conference was realized by the participants. This was evidenced by comments of the participants.

The abundance of materials collected and assembled by the sponsors of the workshop was sufficient for the ABE Teachers, however, more time was needed for the teachers to explore the materials, and to relate it to their particular situation. I also felt that more time should have been spent in small groups in which we might share experiences.

The program as a whole was a success, however, as I forestated and I do recommend more time to cover the materials.

Reflecting over the materials from the program, I find many questions and areas in which I need additional information, namely in the areas of testing, curriculum, available agencies to help ABE pupils, and the learning process of Adult.

In conclusion, the workshop was very successful and it made us all see the definite need for this type of program at much more frequent intervals. I would like to recommend that in our future workshops and programs more time be allotted to cover the materials concerning the ABE student.

Edward O. Magee, Sr.

APPENDIX VI-G

LOUISIANA

TEACHER'S SPECIAL MONTHLY REPORT ON GUIDANCE AND COUNSELING SERVICES

____
MONTH

Date	Counselee	Type of Activities Conducted with Comments	Amount Time Spent	Location and No. Miles

Total No. miles traveled (if any)________@ $.07 per mile= ________

Total No. hours spent in Guidance and Counseling this month ________ @$5.00= ________

Amount due Teacher ________

____
Teacher's Signature

TEACHER'S STATISTICAL AND NARRATIVE REPORT

of the 1969-1970
Achievements in the Guidance and
Counseling Experimental Project
with ABE Students
Due in State Office July 15, 1970

1. Number of ABE students enrolled
   Men ______
   Women ______

2. Number of ABE students participated
   Men ______
   Women ______

3. Student age range (Number)
   18-24 ______
   25-34 ______
   35-44 ______
   45-54 ______
   55-64 ______
   65-over ______

4. Grade level at beginning of school year

Level	Number
0-3	______
4-6	______
7-8	______

5. Grade level at end of school year

Level	Number
0-3	______
4-6	______
7-8	______

6. Average number grades achieved per 100 hours of instruction this year ______

7. Average number hours of attendance ______

8. Student dropouts from each group level

Level	Number
0-3	______
4-6	______
7-8	______

9. Number of program objectives per student ______

10. Percent of objectives totally achieved ______

11. Percent of objectives partially achieved ______

12. Number of students self-employed other than housewives before guidance and counseling services ______

13. Number of students employed by an employer before guidance and counseling services ______

14. Number of students who became employed because of guidance and counseling services ______

15. Number of students who obtained job improvement because of guidance and counseling services ________

16. Number of students enrolled in vocational training school before guidance and counseling services were given ________

17. Number of students enrolled in vocational training school because of guidance and counseling services ________

18. Number of adult students who prevented children and youths from dropping out of the day school program because of guidance and counseling given ________

19. Number of students, who, because of guidance and counseling services, improved in the following areas:

Educational ________
Employment ________
Family ________
Home ________
Health ________

20. Number of students who collected reading volumes for their home library ________

21. Number of volumes collected by all students ________

22. Number of students visited at home by teachers ________

23. Number of students on welfare roll before guidance and counseling services ________

24. Number of students removing themselves from welfare rolls because of guidance and counseling ________

25. Number of students registered to vote before guidance and counseling ________

26. Number of students registered because of guidance and counseling ________

27. Number of students participating in community affairs because of guidance and counseling given ________

28. Number of referrals to: agencies, organizations, and/or individuals ________

29. Teacher evaluations for guidance and counseling for adults:

a. The feasibility of such a guidance and counseling program is (check) very high____ high____ low____ very low____

b. Narrate your observations as to the relation of the guidance and counseling activities to instructional procedures and teaching materials now used.

c. Recommendations

APPENDIX VI-H

LOUISIANA

REMARKS FROM TEACHERS MAKING HOME VISITS, LAFOURCHE PARISH

1. The home-visitation phase of the guidance and counseling program is one of the most important parts of the entire program, if not the most important phase. I say this for the following reasons:
   a. Students appreciate the idea of a teacher visiting their homes.
   b. The student is more relaxed in future interviews.
   c. They (students) feel that we (teachers) really care about them and their future.
   d. It gives the teacher a more of an inside view of the student and his family.
2. Home visitations are very valuable in determining home environment of the student and living conditions. A more relaxed atmosphere and better rapport could be established with the student on a more personal level. These visitations should most certainly continue as part of the overall adult guidance and counseling service.
3. I recommend that all adult teachers visit their members at least once a year. Valuable information can be gathered at these home visits, which can prove most important in working with them.
4. I recall my home visits with pleasant memories of many hours of stimulating discussions. It was interesting to face the problems of education, occupation, and of the personal ones--that is of the family home and health as they exist with the adults I taught. Our discussions widened the idea of the equality of opportunity and of status.

   All of the adults I visited showed that they were more at ease. They expressed opinions or attitudes which they had previously been reluctant to voice.

   The visits gave an understanding of the conditions under which the various people I visited lived. They showed improvement in their standard of living.

They gave more attention to bodily cleanliness, such as taking more baths, combing their hair more becomingly, wearing cleaner clothes, and showing more improvement in their taste for clothing. I also noticed improvement in their homes--such as the buying of new furniture, better furniture arrangement, the changing of floor rugs, and new curtains replacing old ones. There were improvements shown in food preparations, balanced meals, and the setting of the table. Their behavior improved. They showed courtesy toward each other. They spoke in softer tones and they tried to observe correct speech and pronunciation. There were also improvements in their surroundings such as keeping the grounds clean and getting ride of junk.

5. As teacher-counselor of the adult class, I would like to preface these remarks by stating that the initiation of adult counseling has brought a whole new spectrum of possibilities for our adults.

First, take the home visits. They have had profound effect upon students who participated in the project. For most of them, it was a first chance for a feeling of a sense of importance, because someone, whom they felt was more important than themselves, was able to demonstrate to them the contrary. It, too, was an opportunity for them to share feelings about their general surroundings, and solicit advice for improvements. More importantly, however, is the enthusiasm with which they undertook the advice in improving their surroundings. It can be hailed as a great success.

Second, there was a great measure of success from the home visits in that the students were able to express personal feelings that might have hampered them in their everyday pursuits of life. It is important to note, however, that no attempt was made to delve into the personal affairs of the student, but mere listening served as a motivator for the clients.

6. The guidance program provided for extensive use of home visits. This aspect of the program gave the instructor an opportunity to appreciate the goals and objectives of the student. This also gave the students a feeling of assurance that the instructor was generally concerned with their welfare. It was a fine time to inspect home projects, publications, personal libraries and home beautification projects.

7. To help understand the students better means knowing something of his home environment. The homes I visited gave me a feeling of warmth and ease. In talking to them and looking around I ascertained as many aspects of the situation as possible. This gave me a better understanding of them, or each other, I would say. They gave me an idea of many of their problems. I was able to better help them. This I did as best as I knew. A lot of help can be shown in figures, but a lot of help was mentally so.

   At any rate their background revealed much was needed in the line of counseling. Very tactfully I suggested some things that could be done to improve the things they could do something about. Although many home problems were the concern of the landlord.

   I did have visible evidence that some improvement of the premises were made like planting flowers, and moving unsightly objects and ridding the home of household pests.

8. The value of home visits has been one of the leading forces, which has created a different type of human relations, that has never been experienced before, because the entire class falls in line one-hundred per cent in whatever endeavor the members of the class or teacher suggest for educational improvement of oneself, educational improvement for the school, social improvement, and community improvement.

APPENDIX VI-I

LOUISIANA

SAMPLE LOG OF COUNSELOR'S ACTIVITIES IN LAFOURCHE PARISH

LAFOURCHE PARISH SCHOOL BOARD
P. O. BOX 879
THIBODAUX, LOUISIANA

Special ABE Report for Guidance

Settlement, 2/4/70

Showed Self-Help Medical Film to class.

2/5/70

Showed Self-Help Medical Film to class.

2/13/70

Visited with student who has been ill. Probably malnutrition.

2/14/70

Visited student who made some delicious cornbread for me. Discussed getting new glasses.

Discussed health problems and menue planning for weight reduction with student.

Visited with student in his home.

2/18/70

A visit to encourage a student to return to school. He promises to return.

2/19/70

A visit to encourage a student to attend more regularly. Also discussed nutrition--fresh vegetables and gardening.

2/20/70

A visit to see whether a student could return to school. His working hours will change and he will be returning.

Visited with student in her home.

2/23/70

Filled out form on occupation. Filled out form on Education.

2/24/70

Filled out form on education and a visit with student.

2/25/70

Visited with a student in his home.

2/26/70

Visited with a student in his home.

2/27/70

A visit to encourage student to continue his work. He thinks he cannot learn.

South Lafourche High School, 2/3/70

Interviewed two students.

2/5/70

Interviewed two students.

2/11/70

Visited student at his home.

Interviewed student at school.

2/12/70

Interviewed three students.

2/17/70

Interviewed two students.

2/18/70

Interviewed student.

2/19/70

Interviewed student.

2/20/70

Interviewed student

2/24/70

Interviewed student.

2/25/70

Interviewed student.

2/26/70

Interviewed two students.

West Thibodaux Junior High, 2/3/70

Prepared for taped interview--testing.

2/4/70

Met with adult education officials. Interviewed two students.

2/11/70

Visited a teacher's class. Spoke to and assisted students.

2/17/70

Tested and counseled two students.

2/18/70

Visited St. Luke's and Chackbay

2/24/70

Counseled student.

2/25/70

Records and administers questionnaire.

Central Lafourche High, 2/11/70

Three of the students had a good start last year. I encouraged them to start again.

2/27/70

Visited student. She had taken her test but never attended.

2/28/70

Visited with same three students that I met with on the 11th.

APPENDIX VI-J

NEW MEXICO

EVALUATION FORMS AND PARTICIPANT RESPONSES FROM AREA WORKSHOPS

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

New Mexico Department of Education
Division of Adult Basic Education

Please be as objective as possible. The information provided by you will be used to plan future Institutes. Your comments will be greatly appreciated. Do not sign your name.

Teacher _____ Teacher-Aide _____ Administrator _____ Other _____

1. How informative was the presentation on "What's New in A. B. E. ?"

   Very _____ Some _____ Little _____ None _____

   Comments ____

   ____

2. Please rate the "Black History: Lost, Stolen or Strayed" film according to how informative it was to you.

   Very _____ Some _____ Little _____ None _____

   Comments ____

   ____

3. How informative was the group discussion?

   Very _____ Some _____ Little _____ None _____

   Comments ____

   ____

4. How useful would you say the Micro-teaching is as a self-evaluating vehicle?

   Very _____ Some _____ Little _____ None _____

   Comments ____

   ____

5. How do you feel about the Mini-Institute?

   Poor _____ Acceptable _____ Good _____ Superior _____

   Comments ____

   ____

SUGGESTIONS: ____

____

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

ARTESIA MINI-INSTITUTE
EVALUATION FORM

Please be as objective as possible. The information provided by you will be used to plan future Institutes. Your comments will be greatly appreciated. Do not sign your name.

Teacher ____ Teacher-Aide ____ Administrator ____ Other ____

1. How informative was the ABE presentation to you?

   Very ____ Some ____ Little ____ None ____

   Comments ____

   ____

2. Please rate the "Black History: Lost, Stolen or Strayed" film according to how informative it was to you.

   Very ____ Some ____ Little ____ None ____

3. How informative was the small group discussion?

   Very ____ Some ____ Little ____ None ____

   Comments ____

   ____

4. How useful would you say the Micro-teaching is as a self-evaluating vehicle?

   Very ____ Some ____ Little ____ None ____

   Comments ____

   ____

5. How do you feel about the Mini-Institute?

   Poor ____ Acceptable ____ Good ____ Superior ____

   Comments ____

   ____

6. In what areas could you use the SWCEL Clearinghouse to provide information for you?

SUGGESTIONS:

BLACK HISTORY: LOST, STOLEN OR STRAYED

1. Describe some existing stereotypes of white Americans, such as those appearing in "Beverly Hillbillies" and "The Untouchables.

2. Discuss the possible reasons for stereotypes. Since this caricaturing exists, it must serve some need. What might that need be? Could it be met in some way which is less harmful?

3. Describe and discuss existing stereotypes for the:
   a. Spanish or Mexican-American
   b. American Indian
   c. Other ethnic groups

4. How do the above questions relate to Adult Basic Education?

5. What is the role of the adult educator in breaking down existing stereotypes?

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

New Mexico Department of Education
Division of Adult Basic Education

1. **How informative was the presentation on "What's New in A. B. E. ?"**

   Very - 44% Some - 53% Little - 3% None - 0%

2. **Please rate the "Black History: Lost, Stolen, or Strayed" film according to how informative it was to you.**

   Very - 58% Some - 39% Little - 0% None - 3%

3. **How informative was the group discussion?**

   Very - 32% Some - 56% Little - 12% None - 0%

4. **How useful would you say the Micro-teaching is as a self-evaluating vehicle?**

   Very - 88% Some - 12% Little - 0% None - 0%

5. **How do you feel about the Mini-Institute?**

   Poor - 0% Acceptable - 8% Good - 78% Superior - 14%

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

New Mexico Department of Education
Division of Adult Basic Education

1. How informative was the presentation on "What's New in A. B. E.?"

   Good ideas on curriculum for adult education.

   I was glad to find out about the institutes and workshops being planned.

   Some information was good such as the new meetings for seminars and workshops.

   Very helpful to people new in ABE.

   You should plan some more often.

   Could not relate Ron's and Pete's presentation to overall ABE.

   Not broad enough and too short.

2. Please rate the "Black History: Lost, Stolen or Strayed" film according to how informative it was to you.

   I had already seen the film on television, therefore, I had an idea of its central theme. However, it was enjoyable and informative to see it again.

   This should be shown in schools; one should be done on "Brown History."

   Very effective presentation on the "Black" person as well as stereotyping the "White."

   Excellent! It was easy to apply some of the ideas in developing something similar about the Spanish-American minority.

   The picture was excellent and brought out some very important points.

   Told it like it was!

   To use in correlation with other problems.

   Made-up to stop and think about minority groups.

   Have heard some things about this film or similar one. Ideas mostly expertly presented.

Teacher was very much of dictator. Rest of film was very informative.

Excellent! I would like to use the film for some needed application.

I had seen it several times.

The information imparted through the film helped me realize the need for individual pupil involvement to aid students develop self-concept favorably.

Good for discussion purposes.

We should have had the discussion right after the movie in general session.

It was more informative the first time I saw it.

I am just as much a part of humanity as anyone else. Yet, I don't preach brainwashing.

I would like to see something similar done for other ethnic groups--I did enjoy this one however.

Could be applied to any group.

Had seen it previously at a "Sensitivity" or "Cultural Awareness" workshop.

Should have commentary on how it applies to your own.

Excellent as a sensitizing device in light of the cultural and ethnic problems in this area, but not directly applicable to ABE.

This is an excellent film. It should be rerun on natural TV again and again.

3. How informative was the group discussion?

There was not enough time devoted to discussion of the question.

Topic assigned was not discussed enough.

Our discussion had a quick start and was useful.

Not enough time for group to get to the point. At least 30 minutes should be allowed.

Wish we would have had more time.

Some "hang-ups" came out which is not unusual.

Too short.

It would be valuable to have discussions such as today's, but give us more time.

Should have allowed more time.

A little more time would have been helpful. The guide questions were good tools to use in getting our evaluation underway.

More time should be allowed for such discussions.

Too short a time.

Time limitation too restrictive for adequate exploration of ideas.

We needed more time.

Not enough time.

4. How useful would you say the Micro-teaching is as a self-evaluating vehicle?

You can see and evaluate your positive as well as negative aspects and thus make modifications in your teaching techniques.

Very good--but too expensive.

I have worked with it and I like it.

Very useful in training teachers. Possibly could be used with students in teaching communication skills (evaluating role playing, etc.).

The idea is good but rather expensive.

Depending upon need and experience of individuals, serves to pinpoint adult approaches.

Learned something.

I learned so much about different approaches in ABE.

Believe that every teacher should experience a T.V. appearance.

I believe this is an excellent means of self-evaluation.

But use it to the best advantage. Maybe better representation would help.

Tried too many lessons.

Excellent!

Not well organized as to teachers and groups.

Too short.

Excellent for individual self-evaluation. Pre-taped lessons would be better for workshop however.

The only difficulty here is knowing the whole group of other teachers would be evaluating.

5. How do you feel about the Mini-Institute?

I feel I got a lot out of this institute as far as ideas to apply in my own teaching.

The institute was very good and informative.

I thought the Mini-Institute was of great value in that it gave insight.

Quite useful in and for practical use in exchange of ideas and practice.

Projected T.V.? Sounds interesting especially for larger school areas.

When is the next one?

I thoroughly enjoyed it, and I'm sure I have learned much.

We should have made more time for re-action.

Would enjoy more in the future.

Too short.

Everybody should get an opportunity to practice their teaching in Micro-teaching.

It was quite interesting because we quit defining the problems and attempted some solutions.

SUGGESTIONS:

Time spent for observing Micro-Teaching was too long.

Certainly need more of these.

Another program might include some Mini-Reports of trade specifics or secrets by volunteers.

First "functional" institute experience.

Micro-Teaching was informative, but not realistic to our program.

Break us up into several groups. Let all participate.

Teach only 2 or 3 lessons, and have more time for critique.

We should have a list of where one goes and what follows.

More teaching situations, more curriculum discussion, more time.

Should have more comments.

More time devoted to methods.

APPENDIX VI-K

NEW MEXICO

UNITS I AND II OF LESSON PLAN DEVELOPED IN FAMILY LIVING TO BE UTILIZED BY GUIDANCE COUNSELORS IN ADULT BASIC EDUCATION

UNIT I

MONEY MANAGEMENT

I. SPECIFIC OBJECTIVES

   A. To give the students an understanding of the principles and importance of good money management techniques.

   B. To develop in the student an awareness of his role as a consumer in the economy structure of his society.

   C. To provide situations that demand his understanding and correct use of fiscal matters.

   D. To develop through lecture and discussion an understanding of the principles of money management.

   E. To show that values and goals are often closely allied to good money management techniques.

II. EVALUATION OF UNIT WORK

   A. Class participation in discussion.

   B. Evaluation of practical exercises.

   C. Effort and interest shown in bringing in and presenting outside materials.

   D. Teacher's observation.

   E. All other activities that show money management practices as a whole.

III. STUDENT ACTIVITIES

   A. Reading booklets as provided by teacher.

   B. Discussion of other material provided by students.

   C. To determine what good money management practices are through class discussion.

   D. Development of family budgets and other realistic practices that demonstrate good techniques.

   E. Discussion of experiences of students.

IV. SOURCES OF MATERIAL FOR THE STUDENT

A. (See page 28)

B. Newspapers

C. Magazines

D. Radio and TV

E. Personal experiences.

V. SUPPLEMENTARY MATERIALS

A. Lectures by teacher.

B. Use of local resources as available. (See page 28)

C. Community guest lectures and discussion leaders.

VI. SPECIAL FACILITIES

A. Personal experiences.

B. Cooperative investigations of similar experiences.

VII. TIME

As much time as necessary will be taken for each lesson. There are no time limits for teaching this unit.

VIII. PLAN OF PROCEDURE

Lesson I	Values and goals influence every aspect of living including the way income is earned and used.
Lesson II	Money income for most people is earned primarily through work.
Lesson III	Money management is the process of setting up, following, evaluating and when necessary, revising a plan for the use of income.
Lesson IV	Consumer buying ability contributes to making informed buying decisions based on personal needs, wants, goals and resources.
Lesson V	Consumer credit is the use of future income to satisfy present needs and wants.

Lesson VI Savings, insurance and investments are methods of setting aside current income for future use.

Lesson VII Consumer rights and responsibilities are involved in fulfilling one's role as consumer citizen.

A. SUGGESTED READINGS FOR BACKGROUND INFORMATION:

Carpenter, Marjories, Editor. The larger Learning. Dubuque, Iowa: Wm. C. Brown Company, 1960. Recognizes educator's responsibility to students in developing personal values. Offers help in organizing subject matter dealing with values. Discusses theories of value information.

Career Pamphlet Series. New York Life Insurance Company, 51 Madison Avenue, New York, New York 10010. Free. Each pamphlet treats the important aspects of a different career.

Occupational Outlook Handbook. Washington: Government Printing Office, 1968. $4.75. Describes employment trends. Gives detailed information on various occupations.

Money Management Booklets. Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago, Illinois 60601. 15¢ each or complete library of 12 booklets in slipcase for $1.50.

Tips and Topics, I, No. 2 (Spring 1961). Texas Technological College. School of Home Economics, Lubbock, Texas. $1.00. "Management" issue presents definitions of management and ways of making it a vital part of instruction in home economics classes.

Social Security Teaching Aids. U. S. Department of Health, Education and Welfare, Social Security Administration. Free to educators. Outlines historical, practical and socio-economic aspects of social security. Includes pamphlets and wall charts. Describes how social security works.

How to Use Consumer Credit Wisely, International Consumer Credit Association, 375 Jackson Ave., St. Louis, Missouri 63130. 1962. 50¢. Briefly discusses development and purposes of consumer credit. Deals with different forms and sources of credit. Shows advantages of using consumer credit.

When You Use Credit--For The Family. Division of Home Economics. Federal Extension Service, U. S. Dept. of Agriculture, Washington, D.C. 20250, 1964. 10¢. Discusses consumer credit in simple language. Explains credit contracts and what should be stated in credit agreements. Shows how to figure credit costs. Defines different types of credit. Discusses credit rating and how to protect it.

LESSON PLANS FOR UNIT ONE

Lesson One: VALUES AND GOALS

AIMS:

1. To explain that values and goals influence every aspect of living including the way income is earned and used.
2. To show why good money management habits are important.
3. To show the relationship of good money management and other aspects of successful living.
4. To get as many of the class participating as possible to stimulate interest.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. Values are the ideals and principles by which we live.
2. Values grow out of learning and experience in the home, school, church and community.
3. Goals are specific aims and objectives that grow out of values.
4. Values and goals differ for each individual and family.
5. Values and goals affect spending habits.
6. Values and goals influence one's choice of career or work.
7. Values and goals affect the way individuals and families live in society.
8. Values and goals at the individual and family level affect and are affected by community and national values and goals.

PROCEDURE:

A. Teacher will use any of the following discussion questions that are appropriate for effective use:
   1. Do you know who you are...where you are going...what you want from life?
   2. What is really important to you?
   3. What do your answers to the above questions have to do with values?

4. What are values?

5. What are some of your values?

6. How are values formed?

7. What are goals?

8. How are goals related to values?

9. How are personal and family goals established?

10. Why is it important for family members to agree on values and to cooperate in setting up goals?

11. How do your values and goals affect your spending habits?

12. How do values and goals affect your bahavior at home, at school, at work, with friends in public?

13. How and why are your values and goals different from those of your friends?

14. How are goals and values likely to change through the life cycle?

15. How do values and goals influence the way you feel about family life, friendship, responsibility, government, education, religion, work, leisure, marriage, parenthood?

16. How do values affect the way income is spent?

17. How do personal and family values affect the community and the country?

18. How do the values of your community and your country affect you personally?

19. How do values and goals affect the way people adjust to society?

20. What are some ways behavior conflicts with values we normally claim?

B. The following individual activities may be used:

1. Compare your values and goals with those expressed in a novel, movie or TV program. How are yours different, how are they similar, what do the similarities and differences mean to you?

2. Read the life of a public figure you admire. Report on the values and goals that influenced the individual's life.
3. Explain how your values and goals are expressed by the home you live in, the money you spend, your plans for the future, the car you drive, the activities you enjoy, the clothes you wear, the people you like.
4. Show how five items you have purchased recently relate to your values and goals.
5. Set up plans for reaching three of your most important goals.
6. List some of your goals and show how they relate to your values.
7. List some of your personal values. How do they affect your family, life, education, work, friendships, money, marriage?
8. Analyze the values you have listed to determine which are most important to you and to discover why and how you came to hold these values.
9. Select a career that appeals to you and show how your choice expressed your values and how the career could help you reach your goals.
10. Compare goals typical of different stages in the life cycle--students, single, adults, newly married couples, beginning families, growing families, retired people.

C. Any of the group projects may be used to illustrate the importance of values and goals of the individual:

1. Develop a bulletin board to illustrate typical goals and some values on which these goals might be based.
2. Display clippings from magazines or newspapers of events that show different values.
3. Study and report on ways that values are developed through the home, school, community, church.

4. Set up a list of values and describe the type of person who might hold these values. How might he behave in certain situations? Would he be successful, popular, respected?
5. Dramatize the following through role playing--a family setting up goals for spending...an engaged couple establishing goals for married life...a family deciding which of several goals have top priority.
6. Debate--A family's standard of living is chiefly determined by the size of income vs. a family's standard of living is determined by values and goals.
7. As a group discuss how values might be expressed in different situations... driving a car, taking care of a child, shopping in a crowded store, waiting for a bus, working in a store.
8. List areas in which people's values often differ (social, political, moral, intellectual, economic). Discuss the differences and reasons for them.

EVALUATION:

1. Response from class.
2. Teacher observation.
3. Students' ability to solve problems set up by the teacher.

Lesson II: MONEY INCOME

AIMS:

1. Teach that money is required to buy the goods and services that one does not or cannot produce for himself.
2. To show that money income for most people is earned primarily through work.
3. To show the student that they may choose, prepare for and do suitable work to increase income, job satisfaction and productivity.
4. To promote class motivation and enthusiasm so as to teach the students the importance of money income.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. Work is usually required to produce money income.
2. Money can be earned by various types of work.
3. Money is also obtained from investments, property, rental, savings, pensions, insurance, inheritance.
4. Non-money income includes the goods and services one produces directly for his own use or receives in exchange for working.
5. Money can be exchanged for goods and services.
6. The ability to earn money affects income and buying power.
7. Education and training increase opportunities to work and to earn.
8. Work can offer personal satisfaction as well as income.
9. Job opportunities are affected by economic conditions.
10. The choice of an occupation can best be guided by one's values, abilities, interests and goals.

PROCEDURE:

A. Any of the following discussion questions may be used that appear best for the class:

1. What is money?
2. How is money used?
3. What is income?
4. Is income always money?
5. What does income include besides money?
6. How might you add to family income without earning money?
7. How can you earn money?
8. What sources other than work produce money income? Explain.
9. How might the size of your income influence the way you live?
10. What are some of the "good things in life" that money can buy and those that money cannot buy?
11. How can work offer personal satisfaction?
12. What factors would you consider in choosing an occupation?
13. How are education and training related to job opportunities and earning power?
14. How might the need to earn money influence your choice of educational opportunities?
15. How are family needs and income likely to change with different stages in the life cycle?
16. How are job opportunities affected by economic conditions?
17. How do individual workers contribute to the productivity of the society?
18. What does working have to do with being a self-supporting, productive member of society?
19. What are some of the reasons for the increasing number of unemployed and unemployable members of our society?

B. The teacher will utilize any of the following individual activities that will correspond to his best teaching opportunities:

1. Explain how work produces income.
2. List the goods and services available to your family without spending money.
3. List the goods and services you typically buy rather than produce for yourself.
4. Show several ways to save money by producing goods and services for personal use rather than buying them.
5. Investigate and report on ways you might earn money while still in school. What factor should be considered if you work?
6. Set up the steps you would follow in preparing for the career of your choice.
7. List the careers that interest you and write down the advantages of each--the education and training required for each.
8. Work up one of the following to be presented to and discussed by the group--a personal resume, a job application, pointers on job interviews.
9. Explain how your choice of a career would be influenced by your values, abilities, interests, and goals.
10. List all the factors that would influence you in applying for and accepting a particular job--arrange items listed in the order of their importance to you.
11. Read a biography of a person in the type of work you would like to do and report on his accomplishments, characteristics that made him a success, problems he faced, differences in the career today and at the time he began working.

C. Any of the following group projects may be used:

1. Assign committees to study and report on ways money income is earned in the community.
2. Work up a bulletin board to illustrate ways income can be saved by producing for oneself.

3. Develop a chalkboard list of sources of money income including work, investments, insurance. Discuss.
4. List goods and services typically produced within the family and those typically purchased.
5. Assign committees to study and report on ways to increase money income through hobbies, part-time work, special training, education.
6. Organize a panel to study and discuss--causes of unemployment...career opportunities for women...job opportunities for the uneducated and untrained.
7. Debate--The choice of work should be based primarily on income vs. the choice of work should be based primarily on job satisfaction.
8. As a group discuss this statement: "The foundation of a productive society is the productivity of its workers."

EVALUATION:

1. Response from students.
2. Teacher observation.
3. Students' ability to solve problems set up by the teacher.

Lesson III: MONEY MANAGEMENT

AIMS:

1. To show that money management is the process of setting up, following, evaluating and when necessary, revising a plan for the use of income.
2. Managing personal or family income effectively requires the ability to set obtainable goals, to control spending and to adjust to changing circumstances.
3. Through appropriate learning experiences individuals can develop concepts and generalizations which will apply to the management of money and other resources for both the present and the future.

MATERIALS:

Money management booklets. Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Illinois. Library of 12 booklets.

KNOWLEDGE TO BE TAUGHT:

1. Resources include time, energy, ability, tools and money.
2. Resources are limited while wants may be unlimited.
3. Management makes it possible to meet the most important and the greatest number of needs and wants through the use of limited resources.
4. Money management includes planning, controlling and evaluating the use of money.
5. Effective money management is based on individual and family needs, wants, goals, and resources.
6. Cooperation of family members contributes to managing and using family resources.
7. Management--whether by an individual, family, business or government--requires planning, controlling and evaluating the use of limited resources.

PROCEDURE:

A. Any of the following discussion questions may be used that seem most appropriate:

1. What are resources?
2. How can resources be used to achieve our goals?
3. What is involved in planning the use of resources?
4. What is a budget?
5. What is involved in setting up a budget?
6. What is the difference between a need and a want?
7. How can a budget help an individual or family to satisfy needs and wants?
8. Why is it important for each individual to work out his own budget?
9. What are some ways to make a budget work?
10. Why should family members cooperate in planning the use of family income?
11. How can all family members take part in planning, controlling and evaluating family spending?
12. What are some ways to handle major expenses and financial emergencies in the family?
13. When should budgets be evaluated or revised?
14. What factors should be considered in budgeting income when both husband and wife work?
15. What are some of the resources available in your community? How might you use them?
16. What present expenses would you be willing to cut down in order to save for something you really want one or two years from now?

B. The teacher will introduce any of the following individual activities that are deemed appropriate:

1. Give examples in which time and energy save money and vice versa.
2. Explain how and why resources are limited.
3. List special skills or abilities which serve as resources.
4. List the advantages of budgeting.
5. Explain how you would use your resources in meeting a specific need or want.
6. Describe steps in setting up a money management plan.
7. Describe ways to control spending and stay within your budget.
8. List the things to consider in evaluating a family budget.
9. Set up a money management folder or kit for your personal use. Describe the things included in the kit and discuss what would be included in a similar one for family use.
10. Tell what you would do with an unexpected gift of $10, $25, $50, $100, $500. Would you use the money differently if you had earned it? Explain.
11. Use examples to show when family needs would be satisfied before individual needs and vice versa.
12. Show how a family budget can be adjusted to meet changing needs.
13. Estimate approximately how much your family spends on you each year.

C. The following suggested group projects may be utilized if they seem to fit the needs of the teacher's class:

1. Work up a list of expenses likely to appear in a personal or family budget and classify them as flexible or fixed. Which would be easiest to adjust.
2. As a group discuss how the following influence money management: a) goals; b) resources; c) needs; d) wants; e) values; f) prices; g) credit; h) economic conditions; i) insurance; j) savings; k) investments.
3. Use role playing to dramatize--a couple planning to meet the cost of their first child...a couple discussing pros and cons of the wife working...a family planning the use of income for one year.
4. Conduct a survey to discover community resources available to individuals and families and discuss how they can be used.
5. Design a bulletin board to show how budgets are affected by seasonal variations in clothing, food, household maintenance, etc.
6. Study and discuss budgeting for--families with irregular income, families with a double income, newly married couples.
7. Assign "buzz" sessions to discuss--"economy is too late at the bottom of the purse"..."two can live as cheaply as one"..."time is money"..."the use of money is all the advantage there is in having it."
8. Present realistic financial problems and suggest ways a family might solve them.
9. Assign groups to work out family budgets. Establish family size, ages, income, etc.
10. Work out plans for one of the following at low, medium, and high income levels--a family vacation...going to college...owning a car... furnishing a room.

EVALUATION:

1. Response from students.
2. Teacher observation.
3. Students' ability to solve problems and willingness to discuss the questions in class.

Lesson IV: CONSUMER BUYING

AIMS:

1. The ability to select the goods and services that best meet personal needs and fit budget requirements increases the satisfaction that can be gained from money spent.
2. Through a variety of learning experiences individuals can develop concepts and generalizations to guide them in becoming self-directed shoppers and in making informed decisions in the markets of today and tomorrow.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. Buying goods and services requires decision-making.
2. The decision-making process may differ for different purchases.
3. Collecting and studying information before buying contributes to making effective decisions.
4. Planning the use of time and energy as well as money can improve buying skills.
5. Planning purchases in advance and using a shopping list can contribute to effective buying.
6. Comparison shopping is one way to find the best values.
7. Decisions concerning price and quality can be based on personal needs, money available for and intended use of goods, and services to be purchased.
8. Consumers protect their own interests by dealing only with reliable merchants.
9. Consumer buying decisions affect the economy.

PROCEDURE:

A. Any of the following discussion questions may be used:

   1. What decisions do you make when buying goods and services?
   2. What is "impulse buying"?
   3. How might decision making differ for the following purchases--groceries, a washing machine, a man's shirt, a car?
   4. What information are you likely to find on labels, tags, seals, packages?
   5. How can these help you select, use and care for products?
   6. What are the warranties and guarantees? Of what value are they to consumers?
   7. What information is usually given in instruction booklets for equipment and appliances?
   8. What should be considered when planning purchases?
   9. What is comparison shopping and how can it help you buy wisely? Give examples.
   10. How does advertising influence buying decisions?
   11. How can planning the use of time and energy in shopping save money and improve buying skills?
   12. How is the buying of services different from buying goods?
   13. How can you decide what quality of goods and services to buy for different purposes?
   14. What economic factors affect the availability and price of goods and services?
   15. How do consumer decisions affect business and the economy?

B. Any of the following individual activities may be introduced that will enhance the success of the class:

   1. Develop a shopping list for groceries, Christmas gifts, home furnishings.

2. Give examples to show how preplanning and shopping lists can help in buying goods and services.
3. Illustrate how the family as a unit can make the decisions on purchases for the home.
4. Shop for a specific item, in several stores, comparing quality, prices and store services.
5. List your last five purchases and explain what influenced your decision to buy--could you have made better choices?
6. Describe a good advertisement and bring ads to class to analyze and discuss.
7. Investigate and report on the advantages of trading only with reliable merchants.
8. List the factors to consider when buying the services of a plumber, a baby-sitter, a doctor, an attorney, household help, any appliance repariman, and auto repair shop.
9. Compare convenience foods to those fully prepared at home. Report on flavor, preparation time, cost, quality.
10. Explain how your relationship with sales people and business organizations relates to wise buying.
11. Describe the best way to return an unsatisfactory purchase, to issue a complaint, to show approval of a particular product or service.

C. The following group projects are recommended for your group. Make any revisions or additions as needed:

   1. Conduct a local survey to find out services various stores offer, hours stores are open and least crowded, sales and promotions scheduled by different stores.
   2. Assign groups to determine the characteristics to look for when buying--a transistor radio, a winter coat, a car, golf clubs, a typewriter, a chair, school clothes.

3. Collect and discuss warranties, guarantees, sales labels and tags.
4. Assign groups to investigate, evaluate and report on sources of consumer information--advertising, sales people, business and government publications, magazines, books.
5. Set up a shopper's shelf of information from the above sources.
6. Use role playing to dramatize--returning unsatisfactory merchandise... buying a major piece of furniture... looking for and inspecting an apartment.
7. Assign committees to investigate private associations, business organizations and government agencies that serve consumers. Describe services provided.
8. Assign committees to study and report on one of the following buying incentives, how it works, its advantages and disadvantages--trading stamps, premiums, coupons, prizes, contests.
9. As a group discuss ways to judge quality. Give five examples to show when it would be wise to buy top, medium or low quality.
10. Assign committees to study and present a complete unit on one of the following--general shopping techniques... buying foods... planning a wardrobe... investing in a home... furnishing a house... buying household appliances... shopping for a car... finding a repair service.

Lesson V: CONSUMER CREDIT

AIMS:

1. Consumer credit is an important financial tool in personal and family money management.
2. No intelligent consumer can afford to ignore it; or to misuse it.
3. Consumer credit, wisely used, can help individuals and families achieve some of their most important goals in life.
4. Misused, it can create problems and possibly lead to serious financial difficulties.
5. Through appropriate learning experiences, students can learn to understand consumer credit and to manage credit dollars.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. Credit is the present use of future income.
2. Retail credit and cash loans are the two basic types of consumer credit.
3. The ability to obtain credit depends on the consumer's credit rating and the security he can offer.
4. Credit is a service for which consumers pay.
5. Knowing the cost of credit contributes to using it intelligently.
6. It is as important to shop for credit as to shop for other goods and services.
7. Credit contracts set forth the legal rights and responsibilities of both creditors and debtors.
8. Credit can be used safely only in amounts that can be comfortably repaid out of future income.
9. Misuses of credit may bring financial problems to the borrower, the lender or seller, the community, the economy.

PROCEDURE:

A. Any of the following dicussion questions may be used:

1. What is consumer credit?
2. Why do individuals and families use consumer credit?
3. What is a credit rating?
4. How can you establish a sound credit rating?
5. What are some questions a creditor may ask before granting you credit?
6. What is the difference between sales credit and cash credit?
7. What factors should be considered before opening a charge account? Would these be the same for teenagers as for adults?
8. What is installment credit?
9. Why must you pay for the use of credit?
10. What factors determine the amount you pay for credit?
11. What are the consumer's responsibilities in using credit?
12. What are the creditor's responsibilities in granting credit?
13. What steps can creditors take to prevent families from over-extending their credit?
14. What types of security may be required to obtain a loan from a bank, a consumer finance company, a credit union, a pawnbroker, an insurance company?
15. How can the wise use of credit raise your family's level of living?
16. How can the misuse of consumer credit cause or contribute to family financial problems?
17. How can consumers decide how much credit they can use safely?
18. What is credit delinquency and how can it be handled by creditors?
19. What are some differences between consumer, home mortgage, business and government debt?

20. How does consumer credit contribute to our economy?

B. Any of the following individual activities may be introduced that will enhance the success of the class:

1. Study and report on the advantages and disadvantages of using consumer credit.
2. List the purchases typically made with charge account credit--with installment credit.
3. Describe the types of sales credit--charge account, revolving credit, installment plan--their advantages and disadvantages.
4. Investigate and report on the cost of providing consumer credit and the cost of using it.
5. Find out how the following factors affect the cost of credit--amount of credit used, length of repayment period, credit rating, security offered.
6. Describe the best way to shop for credit.
7. Show how to find the dollar cost of credit.
8. Imagine that you need $500 for--a coat, college expenses, doctor bill, vacation, automobile, or living room furniture. Under what circumstances would you borrow the money. . . wait until you can save it. . . do without?
9. Explain these terms---promisory note, conditional sales contract, default, garnishment, wage assignment, installment, principal, balance, co-signer, delinquency, repossession.
10. Show how the family's use of credit usually varies with different stages in the life cycle.
11. Find out which sources of credit in your community make loans of $500 and compare each source in terms of security required, cost of credit, repayment arrangements, services offered.

C. The following group projects are recommended for your group. Make any revisions or additions as needed:

1. Collect newspaper and magazine ads to show what you can buy with credit. Discuss pros and cons of using credit for each.
2. Discuss when the use of credit would be practical--impractical.
3. Display credit contracts and discuss the terms set forth in each.
4. Investigate and discuss the consequences of failing to meet credit obligations.
5. Collect and compare credit applications from a retail store, a bank, a consumer finance company.
6. Discuss "It is as important to shop for credit as to shop for other goods and services."
7. As a group set up--criteria for using credit wisely... list of things to look for in credit contracts... factors to consider when shopping for credit.
8. Discuss the differences and similarities, the operating policies, the specialties of these sources of cash credit--banks, consumer finance companies, credit unions, insurance companies, pawnshops.
9. Study and discuss "If credit were suddenly no longer available to consumers, how would it affect the living standards of families, the economy, business organizations, you personally.
10. Discuss how the use of credit relates to size of income and to place in the life cycle.
11. Assign committees to study and discuss--credit problems and how to avoid them... laws that regulate consumer credit... relationship of credit to demand for and supply of goods and services.
12. Investigate and report ondebt counseling services--who sponsors them... how do they work... what costs are involved... how can they be evaluated?

Lesson VI: SAVINGS, INSURANCE, AND INVESTMENTS

AIMS:

1. Sound money management includes planning ahead to meet expected expenses, to handle unexpected emergencies and to reach long-term goals.
2. Saving money, insuring against risks and investing income contribute to sound money management and to personal and family financial security.
3. Through appropriate learning experiences individuals can understand the various forms of savings, insurance and investments and their place in a money management program.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

1. Saving is putting money aside for future use.
2. Savings are used for major expected expenses, for unexpected emergencies and for goals.
3. Safety and availability are principal requirements in choosing a place to deposit savings.
4. Insurance protection is based on the principle of "sharing the risk."
5. Different kinds of insurance protect against different types of risk.
6. Investing usually means putting money into income producing assets; stocks, bonds, real estate, a business.
7. Investing also includes spending on education or training for self-improvement...on a home and durable goods for better living.
8. Certain types of savings, insurance and investments are available through employers, unions, churches, professional groups, and school counselors.
9. Compulsory government social security programs provide benefits to eligible citizens.
10. Financial security goals differ with different individuals and families and with different stages in the life cycle.

PROCEDURE:

A. Any of the following discussion questions may be used:

1. Why should you put money aside for future use if possible?
2. What is the purpose of saving?
3. What are the different methods of saving?
4. Where can savings be deposited in your area?
5. What should be considered in deciding how much to save and where to deposit savings?
6. What types of expenses and financial emergencies are usually met through savings?
7. How can savings help you reach your goals?
8. What is insurance?
9. What risks does insurance cover?
10. How does insurance provide financial protection?
11. What are the various types of insurance?
12. What is "sharing the risk?"
13. What are financial investments?
14. What does investing mean?
15. What should be considered before investing?
16. How is financial security increased by investing in education, durable goods, property, stocks, bonds, insurance?
17. How should financial planning be related to the life cycle?
18. How do savings, insurance and investments contribute to financial security?
19. How are plans for financial security affected by age, health, marital status, occupation, size of income, assets?
20. What is the difference between investing and speculating?
21. What is a net worth statement?

22. Who are some of the specialists who can advise you on saving, insuring and investing? What type of service does each offer?

B. Any of the following individual activities may be introduced that will enhance the success of the class:

1. Describe the reasons for, purposes of, and advantages of saving.
2. Look ahead to the expenses and goals you have for the next two years and tell how you will meet them.
3. Investigate the different types of saving institutions in your area. Compare interest rates, withdrawal privileges, safety features.
4. Show how families invest through acquiring durable goods.
5. Study and report on one of these--life insurance, health and accident insurance, insurance for the car, insurance for the home. Include types, coverage, sources, advantages, disadvantages of each.
6. Set up a financial plan for your family based on income, goals, financial circumstances.
7. Investigate and report on the different types of investment plans and their features.
8. Describe how a long-range financial plan contributes to financial security. What might be included in such a plan?
9. Explain these terms--common stocks, mutual funds, bonds, social security, annuities, pensions, interests, dividends, capital gains.
10. Pick one company listed on the New York Stock Exchange and find out business of company, quality of management, past earnings, growth potential, yield.

C. The following group projects are recommended for your group. Make any revisions or additions as needed:

1. Make a chalkboard list of saving goals for teenagers, young adults, newly married couples, growing families, retired people.

2. As a group discuss--"great oaks from little acorns grow..." "he who spends well, saves.." "saving and success are twin brothers..." "saving is greater than earning."
3. Assign groups to work out financial security plans for families in various circumstances.
4. Assign groups to work out a net worth statement for these families.
5. Set up a resource file of information on savings, insurance, investments, financial planning.
6. Present case studies on--planning ahead to educate children...a newly married couple plans for future security...a family plans for retirement...a single woman's plan for financial security.
7. As a group study and discuss federal, state and local social security programs. Find out what they cost...how they are financed...who benefits from each plan and how.
8. Appoint groups to study and report on--government and corporate bonds, stocks, life insurance, real estate, durable goods, education--as forms of security.
9. Assign small groups to plan and report on investing a definite amount of money--$500, $1000, $5000, $10,000. Reports should include investment objectives, expected earnings, growth potential, risks, etc.
10. Organize two committees to discuss the ways family financial planning and security may be affected by changing family circumstances...economic conditions.

Lesson VII: CONSUMER RIGHTS AND RESPONSIBILITIES

AIMS:

1. Understanding consumer rights and responsibilities contributes to effectiveness as a consumer citizen.
2. Through appropriate learning experiences individuals can develop concepts to guide them in handling consumer matters, in enjoying and protecting their rights, in recognizing and accepting their responsibilities.
3. Individuals will learn to manage their financial affairs and take an interest in our economic system.

MATERIALS: None

KNOWLEDGE TO BE TAUGHT:

A. In buying goods and services consumers have rights to:
   1. Protection against the sale of products or services that endanger health or life.
   2. Information to make intelligent buying decisions.
   3. Choice of goods and services at competitive prices.
   4. Assurance of satisfactory quality and service.
   5. Protection against misrepresentation, dishonesty and fraud.
   6. Open communication with business where matters of consumer interests are concerned.

B. In buying goods and services consumers have responsibilities to:
   1. Plan spending to meet important needs and wants.
   2. Look for and use available information when buying.
   3. Know and follow safety standards when buying and using products.
   4. Deal only with reliable business organizations.
   5. Report unlawful or unfair practices to proper authorities or agencies.

C. Consumers can protect their rights and accept their responsibilities by:

1. Dealing fairly and honestly with other consumers and with business.
2. Knowing how consumers are served and protected by various government agencies, business organizations, and private groups.
3. Supporting laws that promote consumer interests.
4. Paying taxes and knowing how tax dollars are used.
5. Understanding how and why business and consumers depend on each other in achieving mutual interests.
6. Understanding the economy and their place in it.

PROCEDURE:

A. Any of the following discussion questions may be used:

1. What is a consumer?
2. What is a consumer right? Can you name some?
3. What is a consumer responsibility? Name some,
4. How would a responsible consumer handle the following:
    - a. discovering he has received too much change at a store.
    - b. finding a flaw in a suit just purchased.
    - c. paying $35 for repairs on a TV set and finding it not properly repaired.
    - d. receiving unordered merchandise in the mail.
    - e. discovering that a product does not meet advertising claims.
5. What responsibilities are involved in exercising free choice in buying goods and services?
6. How does a responsible consumer differ from a irresponsible consumer?
7. What responsibilities do you have toward other consumers? Toward merchants?
8. How can consumers protect their own interests?
9. How could business be more helpful to consumers?

10. In what ways are consumer interests protected by law?

11. How can consumers influence the way tax dollars are spent?

12. How do consumers and business depend on each other?

13. How do consumers affect the economy?

14. How would you explain--"Dollars are the votes consumers cast for or against certain products or services, business organizations, economic policies?"

15. What is self-regulation in regard to business organizations? When is it preferable to government regulations?

B. Any of the following individual activities may be introduced that will enhance the success of the class:

1. Draft a letter to a business firm--to call attention to a product that failed to perform satisfactorily... to approve a policy or service... to complain about an inconvenience or a product... to make suggestions for improving a service product.
2. List four responsibilities of consumers to business and vice versa.
3. Give three reasons for a store to accept returned merchandise and three reasons for not accepting it.
4. Report on ways you can make your consumer needs and wants known to the business community.
5. Explain how consumer decisions affect business policies, quality of goods and services, prices, laws.
6. Describe the consumer's rights and responsibilities when he has been mistreated in a business transaction. Give examples.
7. Explain what is meant by the consumer's right--to safety... to be informed ... to choose... to be heard. What responsibilities are connected with these rights?

8. List some of the services provided by local, state and federal government through tax dollars.
9. Explain ways in which consumers can accept responsibility in regard to legislation... unfair business practices... use of customer services provided by business.
10. Trace the buying and selling of goods and services over the past 50 years. Point up major changes... reasons for them... their effect on present buying and selling methods.

C. The following group projects are recommended for your group. Make any revisions or additions as needed.

1. Assign groups to demonstrate ways consumers show respect for the rights of other consumers and of business.
2. Study and report on problems that may result from--failure to understand consumer rights... failure to accept consumer responsibilities.
3. Assign groups to find out how consumers are protected against the sale of goods and services that endanger health or life. Explain which safety measures are adequate... where further protection is needed... how it can best be accomplished.
4. Investigate and report on business organizations, private associations and government departments that serve consumers.
5. Assign groups to study and report on one of the following and its importance to the consumer--Sherman Anti-Trust Act... Federal Trade Commission Act... Miller-Tydings Act... Robinson-Patman Act... Clayton Act... Food and Drug Acts.
6. Prepare a set of principles to follow in fulfilling your role as a consumer citizen.

7. As a group discuss the implication of Rousseau's words, "Never exceed your rights, and they will soon become unlimited."
8. Obtain income tax forms to study and fill out. Discuss regulations for filing income tax. Investigate other types of taxes.
9. Assign groups to report on current economic issues related to prices, advertising, taxes, tariffs, unions, government regulations.
10. Divide the group into committees, each to prepare a unit on--benefits of communication between consumer and business...various types of taxes and their benefits...the role of producer and consumer in our economy.

RESOURCE PEOPLE	WAYS TO USE THEM	DESIRED LEARNINGS AND UNDERSTANDINGS
BUSINESSMEN Executives, managers, buyers, salesmen from local grocery stores, department stores, specialty shops, other retail stores	Guest speakers, interviews, store visits, shopping trips, surveys	-How the retail business operates -Store policies and services -Retailer's viewpoint of customers shopping techniques -Contributions of retail stores to the community -The function of advertising
BANKERS	Guest speakers, field trips to local banks	-Bank services available to consumers -Function of banks in the community, in the economy -Federal Reserve System -How banks operate -How to use checking and savings accounts
CREDITORS Managers of credit departments in retail stores or lending agencies, credit bureaus	Guest speakers, field trips, interviews	-How credit is obtained -The function of consumer credit in the economy -Types of credit -How to use consumer credit wisely -Avoiding credit problems
LAWYERS, JUDGE, ATTORNEY GENERAL	Guest speakers, interviews, field trips to Small Claims Court or Juvenile Court	-Laws that protect consumers -Legal servies available to consumers -When and where to seek legal advice. -The function of law in the economy
INSURANCE REPRESENTATIVES	Guest speakers, interviews	-Family insurance plans -Types of insurance -Purpose of insurance -Individual and family needs for insurance -Where to find information on insurance
STOCKBROKERS AND INVESTMENT REPRESENTATIVES	Guest speakers, field trips to a brokerage firm or stock exchange, interviews	-The Stock Exchange -Investment programs, types of investments -Services offered by stockbrokers

RESOURCE PEOPLE	WAYS TO USE THEM	DESIRED LEARNINGS AND UNDERSTANDINGS
EDUCATORS Teachers, counselors, club leaders, professors, extension and home demonstration agents	Combined or exchanged classes, visiting lecturers, interviews, discussion groups	-Aspects of money management from related fields of study
SOCIAL OR GOVERNMENT AGENCIES	Guest speakers, field trips	-Realistic problems of individuals and families in handling money -Function of social and government agencies in helping families, serving the community -Type of assistance offered by each agency

Your Guide for Teaching Money Management, Edited by: Money Management Institute of HFC, 1965.

FAMILY LIVING UNIT II

PARENT-CHILD RELATIONS

I. SPECIFIC OBJECTIVES

A. To give the student an understanding of the principles and importance of good child-parent relationships.

B. To develop in the student an awareness of his role as a parent.

C. To provide situations that demand his understanding of child problems.

D. To develop through lecture and discussion an understanding of principles of child-parent relations.

E. To show that values and goals are often closely allied to good child-parent relations.

II. EVALUATION OF UNIT WORK

A. Class participation in discussions.

B. Evaluation of practical exercises.

C. Effort and interest shown through bringing in and presenting outside materials.

D. Teacher observation.

E. All other activities that show child-parent relations as a whole.

III. STUDENT ACTIVITIES

A. Reading booklets as provided by teacher.

B. Discussion of other materials provided by students.

C. To determine what good child-parent practices are through class discussions.

D. Development of child-parent practices that show good techniques.

E. Discussion of student experiences.

F. Use of role playing situations to demonstrate problem areas.

IV. SOURCES OF MATERIALS FOR THE STUDENT

A. List all books used for reference and resource.

B. Newspaper articles.

C. Magazine articles.

D. Radio and TV programs.

E. Personal experience.

F. Movies and Filmstrips (lists)

V. SUPPLEMENTARY MATERIALS

A. Lectures by teacher.

B. Use of local resources as available.

C. Community guest lectures and discussion leaders.

VI. PLAN OF PROCEDURE

A. Lesson One: Family Relations.

B. Lesson Two: Personality.

C. Lesson Three: Child Growth and Development.

D. Lesson Four: Family Roles.

E. Lesson Five: Family Crisis.

F. Lesson Six: Outside the Family

G. Lesson Seven: Understanding Behavior Development

CODES FOR MATERIALS LISTED

*SRA----Science Research Associates

PAP----Public Affairs Pamphlet

SVE----Society for Visual Education, Inc.

AVC Ind. U.----Audio Visual Center, Indiana University

NET----Net Film Service, Indiana University

ENCY. BRIT.----Encyclopedia Britannica Education Corp.

LA----Learning Arts, Wichita, Kansas

McGraw-Hill

Bailey Films

Ass. Films----Associated Film Service (free loan)

Eastern New Mexico Film Rental Service

*Prices on books are for the cost of one copy, rates for more than 10 copies

c----behind movie and filmstrips indicates the sales cost of item
no rental cost given

r----behind movie and filmstrips indicate rental costs of items
(1 to 5 days) sales costs are available.

LESSON I: *FAMILY RELATIONS*

AIMS:

1. To present an overall picture of the vital influences in family relations.
2. To present ways of solving family problems.
3. To show the family in light of community influences.
4. To provide suggestions for good family planning.

MATERIALS:

1. Books:

5-949	A Guide For Family Living	SRA	75¢
5-913	How To Live With Children	SRA	75¢
216	Your Family Health	PAP	25¢
155	Mental Health Is A Family Affair	PAP	25¢
136	Planning Your Family	PAP	25¢

2. *Filmstrips*:

   Marriage & Family Living Series - 5 filmstrips (L.A.)
   $27.50 - $6.00 ea. (c)

3. Movies:

Trouble in the Family - 90 Min. B/W NET Film Ser.	$12.15 (r)
What Is Normal? - 30 Min. B/W NET Film Ser.	$ 5.40 (r)
Marriage Problems - 30 Min. B/W NET Film Ser.	$ 5.40 (r)
Families & Learning: Everyone Is A Teacher - CSC - A-VE Ind. U.	$ 3.90 (r)
Family Teamwork and You ESC-940 -A-VC Ind. U.	$ 5.65 (r)
Keys for the Home of Tomorrow - 5-201 - 27 Min. Color Assoc. Film	Free

KNOWLEDGE TO BE TAUGHT: (amount and item optional)

1. Good family relations are healthful.
2. Good family planning is good preventive medicine.
3. Community acceptance is necessary for family security.
4. Good techniques determine success in solving family problems.
5. Good inter-family communication is essential to family well-being.
6. Good parental attitude causes good child response.
7. Democracy in the home is the prime source of fair play.
8. Mental health is a family affair.

PROCEDURES:

1. Of the following questions the amount and items is to be optional with the teacher.

   a. How well does your family communicate?

b. What is a "bad home?"
c. What is a "good home?"
d. How does a good home or bad home influence a child's growth?
e. How do parents' attitudes tend to make children cooperative at different age levels?
f. How can community reaction to a family affect family security?
g. How can a democratic home relationship solve problems?
h. What is good family planning?
i. What is good family mental health?

2. STUDENT ACTIVITIES

a. Group discussions to share ideas and experiences with other students.
b. Role playing situations to demonstrate to the students good and bad family relations.
c. Listening to lectures by the instructor and/or guest speakers.
d. Participating in an assessment inventory to make the student aware of vital areas in family relations.
e. Read supplementary materials related to the topics and their own interests.
f. See movies and filmstrips on related topics.
g. Be on the lookout for newspaper and magazine articles dealing with family relations.

3. LIST OF SOME OUTSIDE RESOURCE PEOPLE WHO MIGHT HELP.

a. Welfare case worker.
b. Marriage counselor.
c. Family counselor.
d. Religious leaders.
e. County mental health representative.

EVALUATION:

1. Response from class.
2. Teacher observation.
3. Student success in solving problems.

SOCIAL ASSESSMENT INVENTORY
LESSON I. FAMILY RELATIONS

SELECT THE ONE BEST ANSWER

1. **To communicate with family members means:**

   a. **To speak your mind, but not to listen to others.**
   b. **To speak your mind, and listen to others.**
   c. **To listen but not to speak your mind.**
   d. **To neither speak your mind nor listen to others.**

2. **Family planning is:**

   a. **Deciding how many children to have.**
   b. **Deciding where to go on vacation.**
   c. **Working together for the good of all the members of the family.**
   d. **Making sure no one gets hurt.**

3. **Who is the head of your house?**

   a. **Grandparents.**
   b. **Parents.**
   c. **Children.**
   d. **Neighbors.**

4. **Do your neighbors**

   a. **Mind their own business.**
   b. **Mind your business.**
   c. **Help when you ask for it.**
   d. **Ignore you completely.**

5. **My wife (husband) and I fight**

   a. **Very seldom, but usually in private.**
   b. **Very often, but usually in private.**
   c. **Very seldom, and in front of everyone.**
   d. **Very often, and in front of everyone.**

6. **My wife (husband)**

   a. **Trusts me only when I'm at home.**
   b. **Does not trust me anywhere.**
   c. **Trusts me wherever I am.**
   d. **Trusts me when we're together.**

7. My children

   a. Love me a little.
   b. Love me a lot.
   c. Hate me a little.
   d. Hate me a lot.

8. Our family

   a. Spends very little time together.
   b. Spends a lot of time together.
   c. Is never together.
   d. Is always together.

9. Most of the people in my family

   a. Don't care about education.
   b. Care a little about education.
   c. Care more than a little about education.
   d. Think that education is the only way.

10. I look for my family

    a. To break up any time now.
    b. To have a hard time staying together.
    c. To have no trouble staying together.
    d. To always be together

LESSON II. PERSONALITY

AIMS:

1. To define and relate personality to the understanding of the student.
2. To present self-understanding as a vital tool for understanding others.
3. To connect personality growth to social growth.

MATERIALS:

1. Books

5-594	Exploring Your Personality	SRA	75¢
5-866	Growing Up Emotionally	SRA	75¢
5-510	Growing Up Socially	SRA	75¢
5-841	Understanding Yourself	SRA	75¢
5-903	Self-Understanding, A First Step To Understanding Children	SRA	75¢
5-731	All About You	SRA	75¢

2. Filmstrips

Filmstrips	Frames	Time		Strip	Record
Who Am I? Search for Self	53	11 min.	SVE	$7.50	$4.00(c)
Who Am I?			Eye Gate	$4.25	$5.00(c)

3. Movies

Personality and Emotions	13 min.	b/w	Ency. Brit.	$86.00 (c)
Emergence of Personality	33 min.	b/w	Ency. Brit.	$200.00 (c)
Frontiers of the Mind H-S-822		b/w	AV-C Ind. U.	$ 5.65 (r)

KNOWLEDGE TO BE TAUGHT

1. Personality is the key to mental health.
2. Your personality determines how well you get along with others.
3. You pass your personality on to your children.
4. Personality is learned early in life but never forgotten.
5. People see themselves in others.

PROCEDURES

1. What should you know about personality?
2. What is meant by a "good personality?"
3. What is meant by a "bad personality?"
4. How will my personality affect my children?
5. How does personality affect my social life?
6. How does personality affect me on the job?

7. Does your personality change?
8. What kind of personality did I marry?
9. How can I understand myself?
10. Will self-understanding help me understand others?

STUDENT ACTIVITIES

1. Group discussion to share ideas and experience with others.
2. Listening to lectures by the instructor and guest speakers.
3. Participating in an assessment inventory to make the student aware of vital areas of personality.
4. Read supplementary materials related to topics and their own interests.
5. Read biographical material about people they admire.
6. See movies and filmstrips on related topics.
7. Be on the lookout for newspaper and magazine articles related to the topics and their own interest.

LIST SOME OUTSIDE RESOURCE PEOPLE WHO MIGHT HELP

1. Psychiatrist.
2. Sociologist.
3. Psychologist.
4. Mental health representative.
5. Family doctor.

EVALUATION

1. Response from class.
2. Teacher observation.
3. Student success in solving problems.

LESSON II. PERSONALITY ASSESSMENT INVENTORY

SELECT THE ONE BEST ANSWER

1. When people look at me they

   a. think I am mean.
   b. think I am nice.
   c. think I am sexy (handsome).
   d. think I am plain.

2. My children most resemble:

   a. My wife (husband).
   b. Grandparents.
   c. Me.
   d. No one I know.

3. I become angry

   a. often.
   b. seldom.
   c. never.
   d. always.

4. I become angry mostly when people

   a. disobey me.
   b. make the same mistakes I do.
   c. Do things better than I do.
   d. Don't do anything at all.

5. When the house gets dirty I

   a. Don't notice.
   b. Mention it to someone.
   c. Notice but don't mention it.
   d. Notice it and get upset.

6. Most people are trying

   a. To cheat me.
   b. To help me.
   c. To like me.
   d. To hurt me.

7. My wife (husband) has the same thoughts at the same time I do

   a. sometimes.
   b. never.
   c. seldom.
   d. always.

8. I like people who

   a. look like me.
   b. do things the way I do.
   c. Don't look like me.
   d. Don't do things the way I do.

9. I like getting out the house

   a. With my wife (husband) for enjoyment.
   b. With my wife (husband) to get away.
   c. Without my wife (husband) to get away.
   d. Without my wife (husband) for enjoyment.

10. I think I

   a. Have problems but I am normal.
   b. Have problems and I am not normal.
   c. Don't have problems and I am normal.
   d. Don't have problems and I am not normal.

LESSON III. GROWTH AND DEVELOPMENT

AIMS

1. Present facts and processes occurring in the normal physical growth of children.
2. Present facts and processes occurring in the normal emotional development of children.
3. Show the influences that alter the normal development of children.

MATERIALS

1. Books

5-864	Becoming Men and Women	SRA	75¢
5-1077	You're Maturing Now	SRA	75¢
5-925	How Children Grow and Develop	SRA	75¢
165	Genetics-The Science of Heredity	PAP	25¢
141	Enjoy Your Child Ages 1, 2 & 3	PAP	25¢
144	Understand Your Child: 6-12	PAP	25¢
163	3 to 6: Your Child Starts School	PAP	25¢

2. Filmstrips

Filmstrips	Frames		Time		Record
Maturing Boys and Girls C-791-1	52	7 min.	SVE	7.50	4.00(c)
Becoming A Woman C-791-2	53	7 min.	SVE	7.50	4.00(c)
Becoming A Man C-791-3	44	7 min.	SVE	7.50	4.00(c)
Growing Up, From Childhood to Maturity	61	18 min.	SVE	7.50	4.00(c)
Why Do My Feelings Change? 202-B			Eye Gate	5.25	5.00(c)
What Can I Do About It? 202-C			Eye Gate	5.25	5.00(c)
How Can I Improve Myself? 202-D			Eye Gate	5.25	5.00(c)
An Age of Change 041633			McGraw-Hill	6.95 (c)	

3. Movies

Adolescence	30 Min.	NET FS	b/w	5.40 r)
Early Social Behavior	11 Min.	Ency. Brit.		60.00 c)
Growth of Infant-Behavior	9 Min.	Ency. Brit.		60.00 c)
Learning & Growth	11 Min.	Ency. Brit.		60.00 c)
The Age of Curiosity 5-420	- 13 Min.	Assoc. Films		Fre

KNOWLEDGE TO BE TAUGHT

1. Facts determining physical growth of children.
2. Facts determining emotional development of children.

3. Vital processes of physical growth.
4. Vital processes of emotional development.
5. Nutritional effects upon physical and emotional development.
6. Home environmental effects upon physical and emotional development.
7. How knowing about physical and emotional development can help you understand children better.

PROCEDURES

1. When does a child normally learn who mother and daddy are?
2. What is heredity?
3. When does a child normally learn to walk?
4. When does a child normally learn to talk?
5. When is a child normally ready to give up the bottle?
6. When is a child normally ready to be potty-trained?
7. How fast does a child normally grow?
8. When does a child normally learn to use his fingers?
9. When does a child normally begin to see the world clearly?
10. When can a child normally learn to read?
11. When does a child normally discover his sex?
12. When does a child normally start feeling independent?
13. What happens during puberty?
14. What does love have to do with growth and development?
15. When does a child discover other people around him?

STUDENT ACTIVITIES

1. Listen to lectures by instructors and outside resource people.
2. Group discussion to share experiences with each other.
3. Reading outside books, newspapers, magazines to add to class discussion.
4. See filmstrips and movies that relate to the topics.
5. Participating in an assessment inventory to note vital factors of growth and development.

LIST SOME OUTSIDE RESOURCE PEOPLE WHO MIGHT HELP

1. Family doctor.
2. Obstetrician.
3. Pediatrician.
4. Psychologist.
5. Biologist.
6. Psychiatrist.
7. Nurse.
8. County health representative.

EVALUATION

1. Response from class.
2. Teacher observation.
3. Student success in solving problems.

LESSON III. GROWTH AND DEVELOPMENT

Refer to test in booklet

5-925 How Children Grow and Develop, SRA (1953) W. C. Olson
and J. Lewellen. 75¢

LESSON IV. FAMILY ROLES

AIMS

1. To define factors which determine various roles within the family.
2. To indicate how the roles work together.
3. To point out the frustration caused by conflicting roles.

MATERIALS

1. Books

5-772	Getting Along With Parents	SRA	75¢
5-598	Getting Along With Brothers and Sisters	SRA	75¢
5-33	How to Live with Parents	SRA	75¢
5-901	Let's Listen to Youth	SRA	75¢
5-894	A Guide to Successful Fatherhood	SRA	75¢
5-920	Helping Brothers and Sisters Get Along	SRA	75¢
247	The Modern Mother's Dilemma	SRA	75¢
198	Stepmothers can be Nice	PAP	25¢
188	Working Wives and Mothers	PAP	25¢
174	Mother-in-law and Grandmother	PAP	25¢
157	Making the Grade as Dad	PAP	25¢
5-947	Helping Boys and Girls Understand their Sex Roles	SRA	75¢

2. Filmstrips

Filmstrips	Frames	Time			Film	Record
Learning to Understand Parents	46	7 1/2 min.	F776-1	SVE	6.50	3.50 (c)
Living with Brothers and Sisters	47	8 1/2 min.	F776-2	SVE	6.50	3.50 (c)
How to get along with Parents	45	6 1/2 min.	F776-5	SVE	6.50	3.50 (c)
You're Part of A Family	47	7 1/2 min.	F776-7	SVE	6.50	3.50 (c)

Teen-Parent Relations - 6 filmstrips & records $51.50 LA (c)

3. Movies

Mothers, What They Do,	GSC-1206	AVC Ind. U.	$4 15
Psychological Differences Between the Sexes	ESC-890	AVC Ind. U. (r)	$4.90
A Surprise for Mothers	ESC-896	AVC Ind. U. (r)	$5.40
It's Wonderful Being A Girl	5-900	22 min. Color	Free

KNOWLEDGE TO BE LEARNED

1. Father is an occupational handiman.
2. Mother keeps the home fires burning.
3. Not all family roles meet the "normal" standards.
4. Children rely on parents for guidance.
5. Stepmothers, stepfathers and stepchildren need time and cooperation to adjust.

6. Mother-in-law and father-in-law are always visitors.
7. Grandmother and grandfather help the child feel secure in the world around them.
8. Working mothers can face various role problems.
9. Brothers and sisters must be allowed positions in a family.

PROCEDURES

1. Who is father: provider, husband, dad, or diplomat?
2. Who is mother: housewife, nurse, diplomat or committee chairman?
3. What are the problems of a working mother?
4. What are the "normal" roles of husband and wife? What happens if they don't conform?
5. Where do children learn to be mothers and fathers?
6. What are the adjustments of step-parents?
7. What are the adjustments of step-children?
8. What are the roles of in-laws?
9. How can grandmother and grandfather aid the child in knowing a bigger world?
10. What are the roles of brothers and sisters?

STUDENT ACTIVITIES

1. Role playing situations to help others better understand the feelings and relationship in a family unit.
2. Listen to lecture by the instructor and guest speakers.
3. Reading supplementary material, such as books, pamphlets, newspaper and magazine articles.
4. Group discussions to share others' experience with roles in the family.
5. Watching movies and filmstrips related to roles in the family.
6. Participate in an assessment inventory to make students aware of vital area in family roles.

LIST SOME OUTSIDE RESOURCE PEOPLE WHO MIGHT HELP

1. Psychologist.
2. Family counselor.
3. Psychiatrist.
4. Sociologist.

EVALUATION

1. Response from class.
2. Teacher observation
3. Student success in solving problems.

LESSON IV. FAMILY ROLES
ASSESSMENT INVENTORY

1. My mother-in-law (and/or father-in-law)

   a. always interfere in our home problems.
   b. only interfere when they are asked to.
   c. never interfere in our home problems.
   d. don't care about our home problems.

2. As a parent I feel

   a. good.
   b. over-loaded.
   c. unnecessary.
   d. frustrated.

3. My wife (husband)

   a. is not doing her (his) share at home.
   b. is doing more than her (his) share at home.
   c. is doing just what I expect her (him) to do.
   d. does what she (he) pleases.

4. I feel my parents

   a. like my wife (husband) better than me.
   b. think I did not select the right partner.
   c. boss my wife (husband) around.
   d. think both me and my wife (husband) made a good choice.

5. My children

   a. know how to act at home.
   b. act up a lot at home.
   c. obey me.
   d. don't obey me.

6. My working away from home

   a. interferes with my home duties.
   b. saves me from staying at home all day.
   c. does not interfere with my home duties.
   d. is not what I want but is necessary to pay the bills.

7. I do housework because

   a. I enjoy it.
   b. no one else will do it.
   c. my husband (wife) makes me do it.
   d. to help out around the house.
   e. I don't do housework.

8. Our children

   a. like me best.
   b. like my wife (husband) best.
   c. like us both equally.
   d. dislike us both equally.

9. Our children get along with each other

   a. fairly well.
   b. very well.
   c. not so well.
   d. not well at all.

10. Step-children

   a. always adjust to their new parent.
   b. never adjust to their new parent.
   c. favor their real parent.
   d. favor their step-parent.
   e. none of the above.

LESSON V. FAMILY CRISIS

AIMS

1. To make the student aware of the effects of a crisis on the family.
2. To inform the student of the many different types of crisis in the home.
3. To present ways of handling crisis of different sorts.

MATERIALS

Books

5-707	Facts about Juvenile Delinquency	SRA	75¢
5-837	What are you Afraid Of?	SRA	75¢
5-705	What are your Problems?	SRA	75¢
5-845	Understanding Love	SRA	75¢
5-31	Understanding Sex	SRA	75¢
5-838	Understanding the Other Sex	SRA	75¢
5-931	Emotional Problems of Illness	SRA	75¢
5-914	Fears of Children	SRA	75¢
5-930	When Children Face Crisis	SRA	75¢
5-906	Helping Children Understand Sex	SRA	75¢
217	Care For Children in Trouble	PAP	25¢
207	Children in Court	PAP	25¢
269	When You Lose a Loved One	PAP	25¢
223	Homes for Foster Children	PAP	25¢
243	Fear and Prejudice	PAP	25¢
135	Broken Homes	PAP	25¢
149	How to Tell Your Child About Sex	PAP	25¢
172	When Mental Illness Strikes Your Family	PAP	25¢

Filmstrips

How do you know it's love?	45	7 min.	SVE	6.50 c	3.50 c

Movies

Some personal learnings about interpersonal relationsships	ES-954	AVC Ind. U.	6.40 r
How Do I Love Thee?	RSC-716	AVC Ind. U.	9.65 r

KNOWLEDGE TO BE LEARNED

1. The major causes of juvenile delinquency.
2. What fear does to children.
3. How to handle the problems involved with understanding love.
4. How to tell children about sex.
5. What happens when children discover the opposite sex.
6. What to do when a family loses a loved one.
7. The problems of a foster child.
8. Children learn prejudice early in life.
9. The effects of a broken home on children.
10. The effects of mental illness on a family.

PROCEDURES

1. What are the major causes of juvenile delinquency?
2. How does fear affect children?
3. What should you know about young love?
4. What do you tell your children about sex?
5. The opposite sex: What's the difference to a child?
6. How should you handle a death in the family?
7. Are foster children your own?
8. Where do children learn prejudice?
9. How does a broken home affect the children?
10. How does mental illness affect the family?

STUDENT ACTIVITIES

1. Listen to lectures by the instructor and guest speakers related to family crisis.
2. Group discussions to share experiences of students with family crisis.
3. Reading books, pamphlets, magazines, and newspapers dealing with family crisis.
4. Watching movies and filmstrips related to family crisis.

SOME RESOURCE PEOPLE WHO MAY HELP THE CLASS

1. Welfare caseworker.
2. Psychologist.
3. Family doctor.
4. Sociologist.
5. Family counselor.
6. Child counselor.
7. County mental health representative.
8. Religious leader.

EVALUATION

1. From students in the class.
2. Teacher observation.
3. Student success in solving problems.

LESSON VI. OUTSIDE THE FAMILY

AIMS

1. To present to the student an understanding of outside influences on the child.
2. To show the student problems faced by the child through outside influences.
3. To explain how outside influences on the child affect the family.
4. To explain the ways children build their own philosophies in relation to the family and outside influences.

MATERIALS

Books			
5-804	Building Your Philosophy of Life	SRA	75¢
5-515	Enjoying Leisure Time	SRA	75¢
5-1175	Ethics for Everyday Life	SRA	75¢
5-158	Getting Along with Others	SRA	75¢
5-565	Making and Keeping Friends	SRA	75¢
5-511	Looking Ahead to Marriage	SRA	75¢
5-897	Your Child and People Around Him	SRA	75¢
5-876	Let's Talk	SRA	75¢
236	Too Young to Marry	PAP	25¢

Filmstrips					Film	Record
Making and Keeping Friends	43	9 min.	F-775-2	SVE	6.50	3.50 (c)
Ways We Influence Others	47	9 1/2 min.	F-775-5	SVE	6.50	3.50 (c)
Belonging to a Crowd	48	8 1/2 min.	F-775-7	SVE	6.50	3.50 (c)
What About Other People?	202 - Eye Gate				5.25	5.00 (c)
Making Friends is Easy	152000	McGraw-Hill			6.50 (c)	
At Home and in the Public	041606	McGraw-Hill			8.50 (c)	
You're in Public	400113	McGraw-Hill			6.50 (c)	
Making Friends - series	Bailey Film, Inc.	3 strips		$18.00	$6.00 each (c)	

Movies			
Belonging to the Group	16 min.	Ency. Brit.	$102.50 (cost)
Making Friends	11 min.	Ency. Brit.	70.00 (c)

KNOWLEDGE TO BE LEARNED

1. Childhood friends, influence your child's life.
2. The pastor, rabbi, priest can affect your child's decisions.
3. Teachers can affect your child's decisions.
4. The policeman can influence your child.
5. Relatives of the family can affect your child's decisions.
6. Children can learn "bad language" outside the home.
7. Children can become dissatisfied with home through contact with others.
8. Children learn ethics of living from many sources.
9. Your child's philosophy develops as he contacts the outside world.
10. Children marry outsiders.

PROCEDURES

1. How do your child's friends affect his actions?
2. How can religious leaders help your child in decisions?
3. How can teachers help your child's decisions?
4. Can the police and other authorities help your child?
5. How can relatives help your child make decisions?
6. How did my child learn "bad words?"
7. Why does my child feel his family and home aren't good enough any more?
8. Where do children develop good ethics?
9. Where did my child get his attitudes?
10. Why does my child want to marry already?
11. Why does my child want to marry that person?

STUDENT ACTIVITIES

1. Group discussions to share experiences with the other students.
2. Listen to lectures by the instructor and outside guest speakers.
3. Role playing situations to help parents recall and feel the pressures of outside influences.
4. Reading outside materials to help understand topics.
5. Watching movies and filmstrips related to topics.
6. Taking an assessment inventory to note the important aspects of outside influence.

LIST SOME OUTSIDE RESOURCE PEOPLE WHO MIGHT HELP

1. Family counselor
2. Child counselor
3. Religious leader
4. Probation officer
5. Sociologist
6. Psychologist

EVALUATION

1. Student assessment of the class.
2. Teacher observation.
3. Student success in solving problems.

LESSON VI. OUTSIDE THE FAMILY
ASSESSMENT INVENTORY

1. My children's friends

   a. are ideal companions.
   b. are unknown to me.
   c. are not the type of people I like.
   d. are OK, I guess.

2. My children

   a. always bring their friends home.
   b. always meet at their friends' homes.
   c. sometimes meet at our home and sometime at their friends' homes.
   d. always meet their friends outside of either's home.

3. My children

   a. complain about all their teachers.
   b. complain about one or two of their teachers.
   c. don't complain about their teachers.
   d. "just complain;" about everything.

4. My children's attitudes are

   a. good.
   b. indifferent.
   c. bad.
   d. I don't know.

5. My teenager

   a. is always gone at night.
   b. goes out once a month.
   c. never goes out at night.
   d. goes out once a week.

6. My child

   a. has all kinds of friends.
   b. has no friends.
   c. has one friend.
   d. has two or three friends.

7. Most of my relatives

   a. are a bad influence on my children.
   b. are a good influence on my children.
   c. don't like my children.
   d. do like my children.

8. Most of all, I want my child to marry

   a. someone I know.
   b. someone rich.
   c. someone nice.
   d. someone he loves.

9. My child thinks the police

   a. are against him.
   b. are there to help
   c. are worthless.
   d. are necessary.

10. Our religious leader

   a. helps children all the time.
   b. does not seem to like children.
   c. helps children a little.
   d. is too busy to help children.

LESSON VII: BEHAVIOR

AIMS:

1. To give the student a better understanding of childrens' "good" and "bad" behavior.
2. To show why and how behavior is developed.
3. To present ways of teaching children good behavior.

MATERIALS:

Books

264	Your Child's Emotional Health	PAP	25¢
234	Coming of Age: Problems of Teenagers	PAP	25¢
254	Your Child's Sense of Responsibility	PAP	25¢
5-935	Understanding Hostility in Children	SRA	75¢
5-932	A Guide to Better Discipline	SRA	75¢
5-939	Developing Responsibility in Children	SRA	75¢
5-941	Helping Children Develop Moral Values	SRA	75¢
5-909	Why Children Misbehave	SRA	75¢
5-800	Your Behavior Problems	SRA	75¢

Movies

Emotional Illness	30 min	b/w	NET	5.40 r
Don't be Afraid	12 min	b/w	Ency Brit	70.00 c
Don't be Angry	12 min	b/w	Ency Brit	70.00 c
The Game CS-1810			AVC Ind. U	6.40 r
Right and Wrong What's Inbetween? ESC-950			AVC Ind. U	8.90 r

KNOWLEDGE TO BE LEARNED:

1. Children misbehave for a reason.
2. Children behave for a reason.
3. Hostility is a part of growing up.
4. Parents must develop responsibility in children.
5. There are ways to discipline and ways not to discipline a child.
6. Many people influence your child's moral values.
7. Teenagers have two basic problems: childhood and adulthood.

PROCEDURES:

1. Why do children misbehave?
2. Why do children behave?
3. How much hostility is normal?
4. How can parents develop responsibility in children?
5. To discipline or not to discipline?
6. What kind of discipline works?
7. What kind of discipline does not work?
8. Where does your child get his moral values?
9. Which do teenagers want to be the most? Adult or Child?
10. What is a good child; compared to what?

STUDENTS ACTIVITIES:

1. Role playing situations to better parent-child relations on behavior problems.
2. Listening to lectures by the instructor and guest speaker on behavior.
3. Reading books, magazines, pamphlets and newspapers related to behavior.
4. Watching movies, filmstrips and TV programs related to behavior.
5. Participating in an assessment inventory to note the vital areas of behavior.

SOME PEOPLE TO HELP EXPLAIN BEHAVIOR:

1. Psychologist
2. Psychiatrist
3. Social worker
4. Child counselor
5. Family counselor

EVALUATION:

1. From students in the class
2. Teacher observation
3. Student success in solving problems

LESSON VII. BEHAVIOR ASSESSMENT INVENTORY

1. My child misbehaves because

   a. he hates me and wants to get back at me
   b. he was born with a mean streak
   c. I don't know
   d. I taught him to misbehave

2. When my children misbehave I

   a. hit them
   b. ignore them
   c. scold them
   d. love them

3. My children

   a. have no understanding of responsibility
   b. know what responsibility is but are careless
   c. have a good understanding of responsibility
   d. know what responsibility is and use it

4. My children are

   a. very aggressive
   b. sometimes aggressive
   c. rarely aggressive
   d. never aggressive

5. My children learned their moral values from

   a. me
   b. my wife (husband)
   c. the kids down the street
   d. grandparents or other relatives
   e. our religious leader

6. My teenager (s) act

   a. like children
   b. mostly like children but sometimes like adults
   c. mostly like adults but sometimes like children
   d. like adults

7. My children are

   a. worse than the other children on our street
   b. better than the other children on our street
   c. better than any child I know
   d. worse than any child I know

8. Being permissive with children means

   a. letting them do what ever they want
   b. letting them do what ever they want as long as you know about it
   c. letting them do what you want them to
   d. letting them do what they want as long as you censure their requests

9. My children

   a. boss each other around
   b. respect each other
   c. boss us (parents) around
   d. respect us (parents)

10. My children

   a. know what's right and wrong
   b. know what's right but not what's wrong
   c. know what's wrong but not what's right
   d. don't know what's right and wrong

APPENDIX VI-L

NEW MEXICO

HANDBOOK
FOR
GED PREP PROGRAMS
IN
ADULT BASIC EDUCATION

NEW MEXICO DEPARTMENT OF EDUCATION

DIVISION OF ADULT BASIC EDUCATION

February 1970

NEW MEXICO DEPARTMENT OF EDUCATION

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February 1970

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INTRODUCTION

One of the strongest motivational factors on the part of many adult basic education students in New Mexico is the successful competition of the GED tests. Hopefully, teachers and counselors in ABE will capitalize upon this motivation and assist these students in all possible ways to realize their goal successfully.

Unfortunately, there are some prevalent misconceptions concerning the GED tests, and the information on state policies in some GED prep texts is incorrect or out-dated. Even more important, test anxiety on the part of potential GED candidates can easily discourage them and lead to failure.

This publication includes material which should disspell misinformation and misconceptions relative to the GED tests. It contains both national and state policies for GED testing, a listing of official testing centers in New Mexico, and a description of the tests themselves. Also included are some suggested tests and texts which might be useful in a GED preparatory class.

The course material herein should prove highly beneficial to GED prep students. It features the use of role-playing in testing situations in order to reduce test anxiety and has been developed so that it can readily be administered by either ABE teachers or counselors. The course content was developed and field-tested by Mr. Ron Wegelin, ABE Counselor in Santa Fe.

The reduction of test anxiety on the part of GED candidates is of paramount importance when we realize that 25% fail yearly. By applying some of the measures suggested by Mr. Wegelin and by being knowledgeable of the rules and regulations governing the GED tests, we in Adult Basic Education can help reduce this percentage drastically.

- Phil Felix

CRITERIA FOR ADMISSION TO GED TESTING

"The civilian restricted forms of the GED tests may be administered only to adult residents who have a serious need for taking the tests."

The term "adult resident" is defined as: (1) any person whose high school class, of which he would have been a member had he continued, has been graduated; or (2) any person, at least 18 years of age, whose last attendance as a regularly enrolled student in a full-time high school program of instruction was at least one year prior to the date of taking the tests.

The term "serious need" is defined as need: (1) to earn a high school credential; (2) to qualify for admission to college or, in general, qualify for admission to advanced educational opportunities; (3) to meet education requirements for employment or promotion in a job; (4) to meet induction requirements of the Armed Forces of the United States; (5) to meet requirements of state and local boards of licensing examiners for these occupations where the education requirements for admission to licensing examinations may be at the ninth, tenth, or eleventh grade level of achievement; or (6) for reasons of personal satisfaction.

The GED tests may not be administered: (1) for diagnostic purposes; (2) to determine grade levels of achievement for placement in adult education programs; (3) as a measure of student progress; or (4) for the purpose of establishing local normative data.

"Handbook for Official GED Centers"
Washington: The General Education Development Testing Service,
American Council on Education, 1968

NEW MEXICO GED POLICIES

The New Mexico State Department of Education issues an equivalency certificate on the basis of the GED tests to service personnel, veterans, and non-veterans provided the applicant meets the following requirements:

1. Minimum test scores: a standard score of 40 or above on each of the five tests or an average standard score of 50 on all five tests.
2. Minimum age: 18 years for an applicant who has successfully completed a special vocational school program or who is connected with military service. Other applicants must also be at least 18 years old and the high school class of which they were members must have graduated before they can qualify.
3. Residence: must be a resident of the State of New Mexico.
   (one year's residency waived)
4. Previous high school enrollment: not required,
5. Method of applying:
   a. Application for testing must be made at an approved testing center. (list included)
   b. Test results should be sent to the Director of Guidance Services, State Department of Education, Santa Fe, New Mexico 87501
   c. Test results must include birth date of applicant and verification of residence.
6. Fee:
   a. Testing at official GED Centers: fees are optional and vary.
   b. Issuance of credential: no charge.

High schools are not authorized to issue diplomas or certification on the basis of the GED tests.

GUIDANCE SERVICES DIVISION, STATE DEPARTMENT OF EDUCATION
Santa Fe, New Mexico 87501

OFFICIAL GED TESTING CENTERS

ALAMOGORDO COMMUNITY COLLEGE
Marvin D. Rohovec
Chief Examiner
Alamogordo, New Mexico 88310
437-6860

ALBUQUERQUE TVI
John Baca
Chief Examiner
525 Buena Vista Drive SE
Albuquerque, New Mexico 87100
842-3712

CARLSBAD COMMUNITY COLLEGE
Joe Stroud
Chief Examiner
Carlsbad, New Mexico 88220
887-3511

CLOVIS HIGH SCHOOL
James G. Blaine
Chief Examiner
Clovis, New Mexico 88101
762-2631

COLLEGE OF SANTA FE
Dr. William Ogden
Chief Examiner
Santa Fe, New Mexico 87501
982-6150

DEMING HIGH SCHOOL
James Powell
Chief Examiner
Deming, New Mexico 88030
546-2871

DULCE HIGH SCHOOL
Alfonso E. Medina
Chief Examiner
Dulce, New Mexico 87528
759-3225

GALLUP-McKINLEY SCHOOLS
Dr. Charles J. Saleh
Chief Examiner
Gallup, New Mexico 87301
863-3871

GRANTS BRANCH COLLEGE, NMSU
Narcisa Zarate
Chief Examiner
Grants, New Mexico 87020
287-2149

HOBBS HIGH SCHOOL
Connie Webb
Chief Examiner
Hobbs, New Mexico 88240
397-3241

LOS ALAMOS HIGH SCHOOL
Dr. Duane W. Smith
Chief Examiner
Los Alamos, New Mexico 87544
662-5149

NEW MEXICO HIGHLANDS UNIVERSITY
Dr. Flora T. Wallace
Chief Examiner
Las Vegas, New Mexico 87701
425-2346

NEW MEXICO STATE UNIVERSITY
Dr. John A. Duling
Chief Examiner
University Park, New Mexico 88001
646-2731

NORTHERN N. M. STATE SCHOOL
Seledon Martinez
Chief Examiner
El Rito, New Mexico 87530
581-4407

RATON HIGH SCHOOL
John Krivokopich
Chief Examiner
Raton, New Mexico 87740
445-3541

ROSWELL ADULT SCHOOL
Donald Woolls
Chief Examiner
315 North Richardson
Roswell, New Mexico 88201
623-7000

OFFICIAL GED TESTING CENTERS (continued)

SAN JUAN BRANCH COLLEGE, NMSU
Louise Malone
Chief Examiner
Farmington, New Mexico 87401
325-7556

UNIVERSITY OF ALBUQUERQUE
Dr. Thomas C. Gallegher
Chief Examiner
St. Joseph Place NW
Albuquerque, New Mexico 87100
243-9461

UNIVERSITY OF NEW MEXICO
Dr. James C. Moore
Chief Examiner
Albuquerque, New Mexico 87106
277-5345

WESTERN NEW MEXICO UNIVERSITY
Dr. Glenn E. Knight
Chief Examiner
Silver City, New Mexico 88061
538-6416

Tests are given by appointment. A small testing fee is charged at most testing centers, inquire when making appointment.

DESCRIPTION OF THE GED TESTS

Test 1: Correctness and Effectiveness of Expression--Part I of this test is a spelling list of 20 items of four words each in which the examinee is required to select the one misspelled word in each group.

Part II consists of several themes or compositions which have been systematically corrupted by including many of the most common faults found in the writing of high school and college students. Each theme is reproduced on the left-hand side of the page with certain words, phrases, and sentences underlined and numbered consecutively. On the right-hand side of the page several ways of revising each numbered portion are given. In each exercise the examinee is required to select the one best or correct way of revising the faulty theme, thus restoring the theme to its original form. This part includes items involving choice of words, uniformity, coherence, emphasis, sequences of tenses, redundancy, parallelism, punctuation, capitalization, agreement of subject and verb, and sentence structure.

Tests 2, 3, and 4 cover the areas of social studies, natural sciences, and literary materials. They are designed to determine the student's ability to interpret and to evaluate a number of reading selections representative of those he would have studied in formal high school work. Through this type of test the student can be held both directly and indirectly responsible for a wide background of fundamental knowledge. One's ability to interpret a printed discussion of any special subject obviously depends primarily upon how much he already knows and has thought about the subject involved and about the broad field from which it is taken. The more of this background the student possesses, the greater is the likelihood that he will answer correctly the questions calling for a direct interpretation of the passage read. This type of test can thus require that an integrated body of knowledge be brought to bear on particular problems without placing any undue premium upon the form or way in which the student's ideas have been acquired, or without penalizing him unduly for inability to supply any particular fact or set of facts where another will serve the same general purpose.

While thus well suited to the task of determining the extent of the student's background of substantial knowledge in the field tested, this type of test has been selected for use in this battery primarily because of its effectiveness in measuring certain generalized intellectual skills and abilities needed by the student for success in his later college work. These include ability to detect errors and inconsistencies in logic, to develop and apply generalizations, to determine the adequacy of evidence, to draw deductions from data, to note implicit assumptions and to "dig out" meanings not explicitly stated, to form value judgments, to recognize as such an appeal to the emotions rather than to the intellect, to recognize and resist the tricks of the propagandist, to detect bias, and many other abilities involved in critical thinking in general.

Test 2: Interpretation of Reading Materials in the Social Studies--This test consists of a selection of passages from the field of social studies at the high school level and a number of questions testing the examinee's ability to comprehend and interpret the content of each passage.

Test 3: Interpretation of Reading Materials in the Natural Sciences--This test consists of a selection of passages from the field of natural sciences at the high school level and a number of questions testing the examinee's ability to comprehend and interpret the content of each passage.

Test 4: Interpretation of Literary Materials--This test consists of a selection of passages, both prose and verse, taken from American and English literature, traditional and modern, and a set of questions testing the examinee's ability to comprehend and interpret the content of each passage. The concept of literary interpretation utilized in this test includes the ability to understand the literal and figurative meaning of words as used in the context; the ability to summarize ideas, characteristics, facts; the ability to interpret the mood, tone, purpose, or intent of the passage; and the ability to determine the particular effects achieved by some of the simple literary techniques.

Test 5: General Mathematical Ability--The test of general mathematical ability of a very practical sort. The problem situations vary widely in nature, including problems concerned with the estimating of costs of simple home repair projects, evaluating and checking simple business transactions, understanding and ability to make use of basic arithmetical, algebraic, and geometric concepts, employment of and familiarity with various units of measurement, the use of tables, scale drawings and graphs, a knowledge of indirect measurement and approximate computation and estimation, understanding of some of the mathematical aspects of insurance, taxation, installment buying, investment, and statistics.

PREPARING ADULT STUDENTS TO SUCCEED ON THE GED TESTS

- Ron Wegelin
ABE Counselor
Santa Fe

If Adult Education is to participate in preparing students to take and pass the General Educational Development Tests, then a plan should exist to insure the adult student of success.

The planned procedure presented here is currently being used with adult students at the New Mexico State Penitentiary. Since January, 1969, sixty-six male inmates have participated in a GED preparation class and have taken the GED test. Four of the sixty-six students did not pass all five sections of the test. Three failed one section and one failed two sections.

We attribute our success to a planned procedure used for preparing students to pass this specific test. The class starts from four to six weeks prior to the administration of the GED test. This would mean from eight to twelve hours of class time.

The first part of the procedure is that of selecting students to take the test. It is here the adult education teacher, administrator or counselor must realize the responsibility he has to the student and the program. One must be cautious to select GED applicants who have a definite chance to succeed.

This indicates that the adult educator must have some tool with which to predict and evaluate the student's chances to pass the test.

Statistical studies are currently being conducted with the Stanford Achievement Test (partial battery) to determine the accuracy with which success on the GED can be predicted. So far these studies indicate a good predictive reliability with certain portions of the SAT partial battery.

The SAT partial battery is administered without time limits to better simulate the administration of the GED test. The total reading average on the SAT seems to predict best the percentile scores of the adult students' performance on the literary, science and history sections. Those students who score 9.3 grade point level or better on the SAT partial battery's total battery score have a highly significant chance to succeed on the GED.

The ABE representative must also realize the responsibility he has to the program within his own community. In selecting students carefully so as to increase the possibility for success, he can then rely on the adult student to sell the program to others in the community. Imagine the dire consequence to a program which continually produced GED failures.

The next step of a planned procedure is the evaluation of the student's achievement profile. The important consideration here is diagnostic test evaluation. Don't let the word "diagnostic" frighten you. Here it is used to set it apart from the usual quantitative evaluations found on all achievement tests. If the ABE teacher allows himself to be swayed too heavily by standardized scores, national percentages or grade equivalents, he decreases his chances of helping adult students.

This diagnostic approach consists of two different levels of evaluation.

All achievement tests have taken labels that indicate the type of material within each section of the test, i.e.:

SAT Partial Battery

Paragraph Meaning	Word Meaning	Reading Average	Spelling	Lang.	Math. Func.	Math. Comp.	Math. Total	Bat. Total

A general estimate of the student's strengths and weaknesses can be obtained by examining his performance on the different sections. Caution must be taken when making judgments. For instance, a student scores noticeably low on math functioning and computation. Rather than assuming he is poor in math, match these scores with the paragraph meaning, word meaning and language meaning. If one or more of these are low, we might surmise that the student is poor in English fundamentals rather than being poor in math. His inability to read effectively will logically impair his ability to solve reading math problems.

If the instructor wants to know exactly what problems the adult student is having, he must take the next step in diagnostic evaluation. He must open the test booklet and analyze the items missed.

Now one can tell precisely what the student needs to know by his inability to respond correctly to certain types of questions. One is also better able to answer questions dealing with the student's inability to function on other sections of the test not specifically concerned with determining that particular function. A student who is unable to comprehend various sentence patterns could be wrongly penalized in math if he is unable to understand the questions. He may know the math but is unable to answer the question.

This leads us to the most important part of our procedure. We must get the student ready to pass the test.

The study material used to ready the student for the GED test must be effective and useful to his individual academic weakness. Keep in mind that the responsibility of the teacher is to correct particular academic weaknesses and not to raise the student's grade level. The overall grade point level should have already been attained prior to the student's selection into a class of this sort.

An individual student curriculum can then be devised from the weakness indicated by the achievement test. More information concerning curriculum development will be presented later in this paper.

Following this exercise, the question may arise about guessing. It is here that the instructor must discuss two basic ideas. The student needs to know that he should be careful when reading the selections and questions and to select answers that reflect his best knowledge and ability. On the other hand, he must be convinced that the test is structured so as to reward guessing when the student does not know the exact answer to a particular question.

One other activity which should be stressed to the adult student is that of time judgment and fatigue. The student should know that spending too much time on one question only aids in tiring him. Set up a class situation where the student is given questions that are too complicated and too hard. Make this situation last an unreasonably long time. When the student shows his displeasure, stop the testing and give him a break. When he returns, hold a discussion on fatigue and spending too much time on single questions.

If the above procedures have been successfully completed, we have not only made the student aware of the dangers of anxiety in taking a test or given him suggestions to improve his test taking skills; we have also instilled confidence in the student as to his chances of passing the GED test.

The following figures should be submitted to the student to give him further confidence.

According to the GED test make-up, the student must pass the following number of questions on each of the five sections in order to pass:

	No. Total	No. Right	Percent
English Expression	96	41	45.5
Readings in Natural Science	65	23	35.3
Readings in Natural History	75	31	41.2
Literature	81	30	37.0
Math	50	15	30.0

(Number right equals standard score of 40)

From this lesson on the student should be working on material that would benefit him personally as pertains to the GED test.

If at this point you as an instructor, administrator, etc., come to the conclusion that all of these procedures burden the program with a great deal of individualized teaching activities, you are quite right. This seems to be the only way to insure each individual student of his success on the GED test. Due to the age of the adult student and the many variables ingrained within his subject weaknesses, individualized instruction techniques are imperative.

To further aid the student in skills of test taking, we must make him aware of the subtle differences in the types of questions found on the GED test.

Most of the test deals with reading and specifically the ability in areas of comprehension and vocabulary. The test questions are broken down into three basic types. They are: (1) general overall content questions, (2) detail content questions, and (3) outside information questions. In some areas like math and science, the questions are a combination of content and outside information.

General overall content questions deal primarily with the student's ability to read and comprehend the major themes of paragraphs or selections. This includes the mood of the writing, main ideas, etc.

Detailed content questions deal with the student's ability to read a selection and remember important phrases, dates, names, places, etc.

Outside information questions call on the student to know such things as authors of specific works, formulas to math or science equations. The amount of outside information appears to be secondary to the student's ability to comprehend what he has read.

It is helpful to the student to show him examples which make the different types of questions obvious.

In addition to the factual material provided to aid the adult student, we also encounter problems dealing with the emotional mechanics of preparing for and taking the GED test.

The following procedures are designed as role-playing situations. Their purpose is to decrease anxiety found in and around tests and to increase the skills of test taking.

First, set up a test situation using material appropriate to an individually fitted curriculum. The questions can come from many sources, such as practice question booklets written especially for GED, other achievement tests or those devised by the teacher.

Our first objective is to make the student aware of his own nervous anxieties which exist prior to his taking a test.

After distributing the test, give the instructions, "Do not begin the test until I say so." Allow a great deal of time to pass before continuing the instructions. The teacher will notice an obvious amount of nervous movement and fidgeting. Continuing this silence will promote a painful class situation. So, when the anxiety level is obvious, ask the students how they feel. A discussion should be held concerning the students' anxious feelings and then continue with a discussion on possible ways of preventing anxiety from interfering with the test.

It is here that the instructor must be aware of any special physical handicaps such as sight problems, left-handedness, hearing loss, poor coordination, loss of limb, etc.; and make sure adequate provisions are available before the GED test is administered.

Whatever materials are used as curriculum guides for the student, include a portion of directions that is demanding and somewhat obscure. This exercise should be geared to instill in the student an insistence that he read all directions and questions carefully.

The student should at this time be reminded that he was selected because he had a very good chance of passing the test.

The last meeting prior to the test should be one of relaxation and acceptance. This is a good time to answer any lingering questions and assure the student that what he has just been through will more than prepare him for this test.

Hopefully arrangements were made to allow the entire group to take the test together and if possible at the familiar ABE program site. These two concessions reward the student for his efforts and give him a relaxed confident atmosphere. It also gives the ABE program the reward of seeing their students succeed, a rare commodity in ABE programs.

The purpose of this paper was merely to suggest that there are ways to insure student success on the GED test. However it is handled, a program must be involved in the business of giving its students confidence in themselves and in education. It must apply guidance and methods to match its students' enthusiasm to help themselves.

OUTLINE OF COURSE STRUCTURE

PURPOSE OF LESSON	ACTIVITIES	PROCEDURES	MATERIALS AND SUGGESTED TIME
To select students for test	Test Screening and Interview. Take test - prior	Individual work	SAT Partial Battery, ABLE III or whatever you use. One night or one hour
Evaluation of Students' weak and strong points	Interview	Individual work	SAT Partial Battery, ABLE III, overall scores One night or one hour
Fit curriculum to students' needs	Evaluation Interview	Work out curriculum with student	SAT Partial Battery, ABLE III, Specific area Scores, Questions, Texts, etc. Two nights or two hours
Practice and Dynamics	Prior Anxiety Directions Types of Questions Guessing, Fatigue Time Judgment	Class - Test Situation Role Playing	Questions, materials, etc. Books five to seven nights or five to seven hours
To build confidence and relaxation	Questions, Answers Small Talk Reassurance	Class as Group	Refreshments if possible One night or one hour

SOME TESTS WHICH COULD BE USED WITH ADULTS IN THE PRECEDING PLAN

ABLE: Adult Basic Learning Examination	Harcourt, Brace & World
Level II (5-8)	
Level III (9-12) in preparation	14.50 pkg/35
Metropolitan Achievement Tests	Harcourt, Brace & World
Advanced Battery (7-9)	12.90 pkg/35
High School Battery (9-13)	12.90 pkg/35
Stanford Achievement Test	Harcourt, Brace & World
Advanced Battery (7-8-9)	11.90 pkg/35
High School Battery (9-12)	15.50 pkg/35
TABE: Tests of Adult Basic Education	California Test Bureau
Level D (7-9)	6.25 pkg/25
California Achievement Tests	California Test Bureau
Advanced Level (9-14)	7.35 pkg/35
Fundamentals Evaluation Text	Steck-Vaughn
(9-12)	4.00 pkg/25

Some of these tests may already be available in your local ABE program; some are available in your local school system or from the high school counselor. Most of the texts listed in this booklet contain practice exams which might suffice for the exercises in this plan.

SUGGESTED TEXTS FOR GED PREPARATION

551.	**HOW TO PASS HIGH SCHOOL EQUIVALENCY EXAMINATION** "A basic study guide with practice examination... Covers all five test areas... Dozens of practice tests... Examples, worked-out problems and explanation."	Cowles	3.95
	Teacher's manual		1.00
552.	**PRELIMINARY PRACTICE FOR THE HIGH SCHOOL EQUIVALENCY DIPLOMA TEST** "...for students who must begin their (GED) preparation with simpler materials. Five sample examinations...Reading, spelling, grammar and English usage..."	Arco	4.00
553.	**HIGH SCHOOL EQUIVALENCY DIPLOMA TESTS** "Contains 2,000 sample questions (with answers) closely patterned after those encountered on actual tests in (the 5 areas of the GED)..."	Arco	4.00
554.	**HIGH SCHOOL CERTIFICATION THROUGH THE GED TESTS** "The nature and concepts of the GED tests for high school certification-along with suggestions on how to prepare for them."	H, B & W	2.36
151.	**CORRECTNESS AND EFFECTIVENESS** "...explains clearly and with many helpful examples the basic rules of grammer, spelling usage, punctuation, and capitalization... numerous exercises and tests with fully explained answers..."	Cowles	2.95
152.	**READING COMPREHENSION IN LITERATURE** "...analyzes the basic reading comprehension skills and teaches how to apply them to prose, poetry and drama."	Cowles	2.95
153.	**READING FOR COMPREHENSION** Book 1	Cambridge	.75
	READING FOR COMPREHENSION Book 2 "Wide range of slow-to-average reading passages. Improves speed, comprehension."	Cambridge	.75
	Keys		.15
154.	**SCORE HIGH ON READING TESTS** "Numerous reading passages in literature, social studies, natural science... drill in organizing ideas... prefixes, suffixes, word roots..."	Arco	4.00

155.	VOCABULARY, SPELLING AND GRAMMAR "...contains synonym, antonym and verbal analogy exercises. Basic rules of grammar and spelling...2,000 word list...hundreds of drill tests..."	Arco	2.00
251.	READING COMPREHENSION IN SOCIAL STUDIES "...to master such necessary skills as drawing inferences from overall content and proper interpretation...Selected reaching passages..."	Cowles	2.95
351.	GENERAL MATHEMATICAL ABILITY "...simplifies and thoroughly explains arithmetical systems and processes...emphasis on problem-solving methods and interpretation of word problems..."	Cowles	2.95
451.	READING COMPREHENSION IN THE NATURAL SCIENCES "...stresses both reading for specific meaning and acquisition of the special vocabulary of the sciences. Practice reading passages..."	Cowles	2.95

APPENDIX VI-M

NEW MEXICO

PROPOSAL FOR EXPANSION OF THE PENITENTIARY ADULT EDUCATION PROGRAM AND THE ADULT BASIC EDUCATION PROGRAM

PENITENTIARY ADULT EDUCATION PROGRAM

EDUCATIONAL DEVELOPMENT

The expansion of the Penitentiary educational programs, both academic and vocational has created a greater demand for adult education. More emphasis is now being placed on offering educational resources leading to the earning of a G.E.D. equivalency certificate as well as integrating academic and vocational training programs. It has been found that there is a definite need for well planned educational programs that are flexible in design to meet the needs of each individual student.

Experience has shown that the Adult Education Program is geared to take the student from his entrance attainment level and advance him at his own rate of progress toward a G.E.D. certificate. Along with this goal the Adult Education Program also lends itself to assist a student in vocational education to acquire the required academic training necessary for employability.

BASIC VOCATIONAL SUPPORT

The integrated academic and vocational curriculum will include reading, mathematics, personal development, social skills, and exposure to general employability skills needed in the world of work.

GENERAL EMPLOYABILITY SKILLS

Vocational excellence is not enough to assure job placement and retention. The mechanics of making applications for employment, job interviews, and becoming a responsible employee will be covered in the academic school as well as the vocational shops. A knowledge of the importance employers place on punctuality, attentiveness, enthusiasm, attitude and ability to get along with others are basic employment skills. Such knowledge will be emphasized through the Adult Education Program. Much of this training will come about through such techniques as group counselling, role playing, and classroom discussion.

MATHEMATICS

Students will be exposed to the rudiments of mathematics necessary for earning a G.E.D. or for success in a chosen vocational area. Job-related computational and basic mathematical reasoning concepts will be developed in coordination with the vocational training sequence, as well as arithmetic knowledge leading to G.E.D. equivalency.

READING

Reading and reading comprehension are among the most critical problems many students face. In most instances reading skills are imperative in obtaining desirable employment.

After a thorough reading evaluation, the student will be placed in a reading sequence in keeping with his present reading level. Flexibility here will be a key factor since all students will not need the same amount of remedial reading. For those students in the vocational program an integrated reading program will be developed. That is, students will be reading from materials that are related to their vocational areas. This will not only help the student become more knowledgeable in his vocational skills but also make his reading experience more meaningful, relevant, and interesting.

HUMAN DEVELOPMENT

Students who are in the integrated adult education and vocational program will be exposed to daily group counselling sessions which will be conducted by both academic and vocational counselling staff. The group meetings will be integral and vital parts of the training programs, and will assist in basic problem solving. These group discussions will provide opportunities for students to vent feelings in a safe and secure atmosphere where they will have opportunities for exploring and developing their own potentials. Group counselling will also assist students in gaining more insight about themselves and their relationships with others. This will be considered a very important phase of training in that social adjustment is obviously just as important as academic and vocational skills.

ADULT BASIC EDUCATION PROGRAM

ADMINISTRATIVE PRACTICES

The basic and general ABE program at the Penitentiary of New Mexico is designed to complement the Vocational Training courses as well as to provide the basic skills necessary for each student to continue his education or to perform adequately in the world of work. Close integration of courses will be accomplished through in-service training coordination of course content between basic and vocational instructors. Frequent conferences will be scheduled to include all basic educational and vocational instructors. These sessions will facilitate discussion and include articulation of basic and vocational course content.

ASSIGNMENT OF STUDENTS

The assignment of students will be initiated by DVR through the Classification Committee. Students having a fifth grade reading level or higher are expected to attend both basic education and vocational training a half day each. Students possessing a high school diploma or GED certificate with appropriate behavioral reading and math skills may be excused from the basic education program, providing a suitable full time day program be provided. It is recommended that a student possessing a high school diploma or GED certificate who is not in need of further academic training be considered for a teacher aide position in either the academic school or vocational shops. A student having a fourth grade reading level or less, may be encouraged to participate in a full time basic skills program. Students participating in full time basic skills will be under continual evaluation by their instructors. When it is apparent that fifth grade academic skills have been obtained, the student may then be eligible for the regular GED program and vocational training.

STUDENT EVALUATION

Student's progress will be documented on a monthly basis. The monthly progress report will be initiated by the vocational instructor and then forwarded to the academic school. After completing the academic portion of the progress report, the report form will be returned to the Vocational Rehabilitation Department for filing. Student's progress will be reviewed periodically by both the academic school supervisor and the vocational supervisor to determine whether the student should remain in his current program or whether a change should be recommended.

CLASS SCHEDULES

Each student is scheduled for 3 hours of basic education instruction each day, Monday thru Friday. The morning schedule is from 8:10 a.m. to 11:00 a.m., and the afternoon schedule is from 1:10 p.m. to 4:00 p.m.

STUDENT LANGUAGE ARTS

Students receive a basic language arts curriculum consisting of integrated activities in reading, writing, speaking and listening. The basic education language arts program consists of activities, projects, and materials that are chosen in terms of their relationship to the student's personal needs in his vocational area as much as possible. Students are brought into contact with typical vocational and social speaking, writing, and reading situations. For example, work orders are interpreted, inventories written, job interviews practiced, etc.

The basic curriculum is implemented by other activities that can be conducted in the classroom, utilizing discussion groups, films, tape recordings or vidio tapes.

LEARNING LABORATORY

The design of the Learning Laboratory will facilitate small group and individual instruction; and through the use of programmed materials, the instructor can provide individual instruction for several students at one time. The instructor will make full use of various teaching machines and special teaching equipment available in the Lab. The primary purpose of the Lab is to instruct those students whose academic skills range from non-reader to fifth grade level. These students will be instructed in groups of six to ten for at least one hour a day. These students will be scheduled to the Lab for special instruction and will return to their classrooms for their basic educational program. These groups will be organized on the basis of specific need or reading disability.

Another function of the Learning Lab will be to provide the evaluation of new materials both for use in the Lab and also for use in the classrooms. Also, of a major importance will be the development of new materials and techniques to be used with remedial students and adapted for use in the various classes.

ADULT BASIC EDUCATION

MORNING

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Period ADULT BASIC ENGLISH Gr. No. ___ ___ ___	SOCIAL STUDIES Gr. No. ___ ___ ___	ADULT BASIC ENGLISH Gr. No. ___ ___ ___	SOCIAL STUDIES Gr. No. ___ ___ ___	ADULT BASIC ENGLISH Gr. No. ___ ___ ___
2nd Period SCIENCE Gr. No. ___ ___ ___	LITERATURE Gr. No. ___ ___ ___	SCIENCE Gr. No. ___ ___ ___	LITERATURE Gr. No. ___ ___ ___	SCIENCE Gr. No. ___ ___ ___
3rd Period ADULT BASIC MATH Gr. No. ___ ___ ___	PERSONAL DEVELOPMENT GROUP Gr. No. ___ ___ ___	ADULT BASIC MATH Gr. No. ___ ___ ___	PERSONAL DEVELOPMENT GROUP Gr. No. ___ ___ ___	ADULT BASIC MATH Gr. No. ___ ___ ___

AFTERNOON

4th Period ADULT BASIC ENGLISH Gr. No. ___ ___ ___	SOCIAL STUDIES Gr. No. ___ ___ ___	ADULT BASIC ENGLISH Gr. No. ___ ___ ___	SOCIAL STUDIES Gr. No. ___ ___ ___	ADULT BASIC ENGLISH Gr. No. ___ ___ ___
5th Period SCIENCE Gr. No. ___ ___ ___	LITERATURE Gr. No. ___ ___ ___	SCIENCE Gr. No. ___ ___ ___	LITERATURE Gr. No. ___ ___ ___	SCIENCE Gr. No. ___ ___ ___
6th Period ADULT BASIC MATH Gr. No. ___ ___ ___	PERSONAL DEVELOPMENT GROUP Gr. No. ___ ___ ___	ADULT BASIC MATH Gr. No. ___ ___ ___	PERSONAL DEVELOPMENT GROUP Gr. No. ___ ___ ___	ADULT BASIC MATH Gr. No. ___ ___ ___

APPENDIX VI-N

NEW MEXICO

PROPOSED PROGRAMS AND EQUIPMENT
FOR ADULT EDUCATION LEARNING CENTERS

ADULT EDUCATION LEARNING CENTER

	BASIC	INTERMEDIATE	ADVANCED	
ENGLISH AS A SECOND LANGUAGE	1. ENGLISH: Your New Language →	→		15 sets of 2 texts tapes, records, flash cards, etc.
	2. ENGLISH: 900 →	→		10 sets of 6 texts 10 sets of 6 workbooks 180 tapes
	3. INTENSIVE COURSE IN ENGLISH →	→		10 sets of 2 texts 100 tapes
	4. LANGUAGE MASTER PROGRAM →	→		Set I - 501 pre-recorded and illustrated cards Set II - 242 pre-recorded and illustrated cards

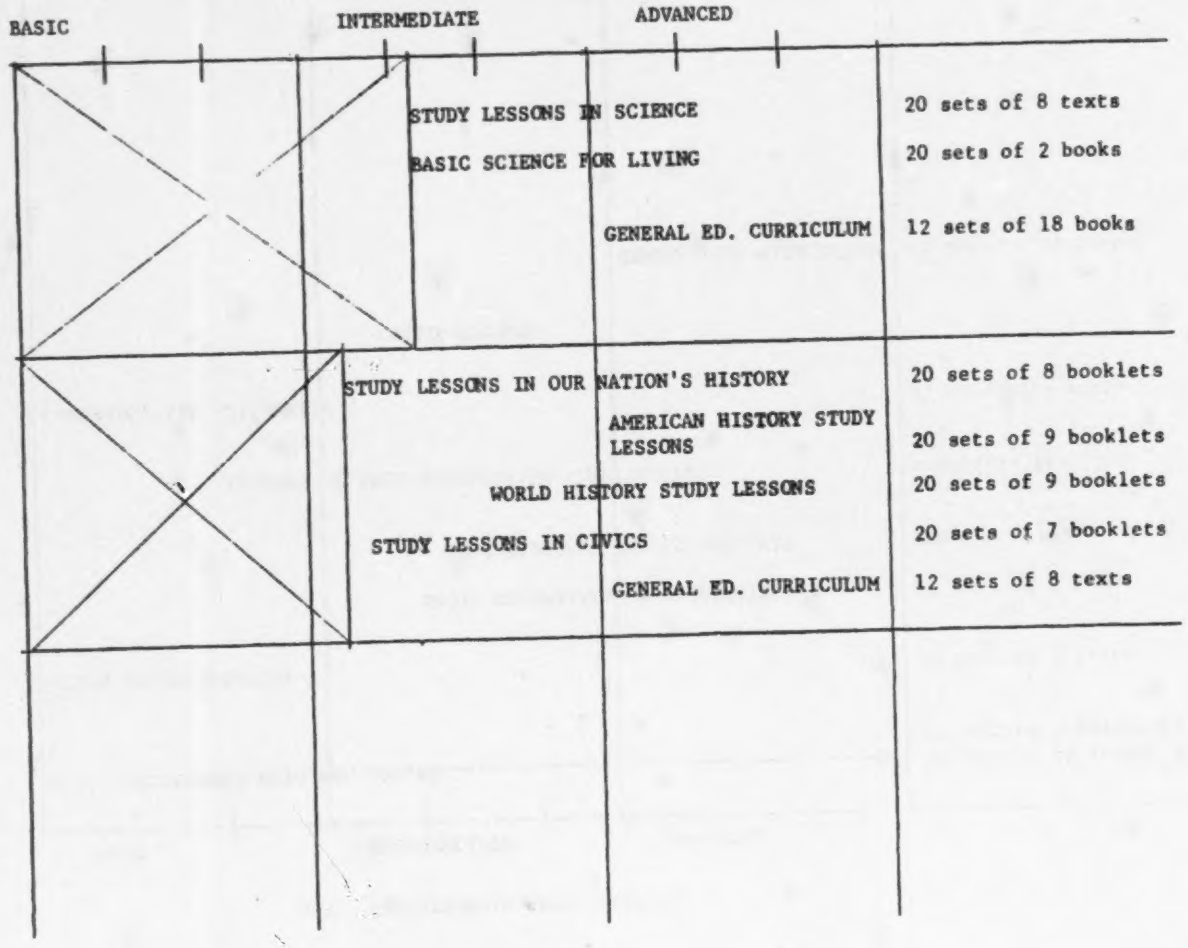
ADULT EDUCATION LEARNING CENTER

	BASIC	INTERMEDIATE	ADVANCED	
READING and LANGUAGE	BRL - Sullivan Reading Program →	→	→	10 ea. of 16 texts tapes, PT
	M-H - Programmed Reading for Adults →	→	→	12 ea. of 12 texts, PT
	Mott Basic Language Skills Program			
	Reading	Development	Kits	Material for 30 in each Kit PT
	Kit A	Kit B	Kit C	
	Language Master - Basic English Program			800 pre-recorded cards 240 blank cards
	Reading Attainment System			
		Reading for Understanding →	→	SRA Reading Lab - 30
	Lessons in Self-Instruction - Reading			30 students-mixed levels
		LSI - English		15 students-mixed levels
		Cyclo-Teacher		Lab-includes math and study skills
			General Education Curriculum	GED prep in Reading, spelling, English, literature 12 sets of 16 books

ADULT EDUCATION LEARNING CENTER

	BASIC	INTERMEDIATE	ADVANCED	
MATHEMATICS	M-H - PROGRAMMED MATH FOR ADULTS →			10 sets of 15 texts, PT 10 sets of 8 workbooks
	STEPS TO MATHEMATICS			20 sets of 2 texts
		BASIC ESSENTIALS OF MATHEMATICS		20 sets of 2 texts
		COMPUTATIONAL SKILLS DEV. KIT		SRA Lab - 30
	LESSONS IN SELF-INSTRUCTION - ARITHMETIC			materials for 15
	CAMBRIDGE ABE ARITHMETIC			15 sets of 4 texts
		CYCLO-TEACHER		
			GENERAL ED. CURRICULUM	12 sets of 13 books

ADULT EDUCATION LEARNING CENTER



SCIENCE	STUDY LESSONS IN SCIENCE	20 sets of 8 texts
	BASIC SCIENCE FOR LIVING	20 sets of 2 books
	GENERAL ED. CURRICULUM	12 sets of 18 books
SOCIAL STUDIES	STUDY LESSONS IN OUR NATION'S HISTORY	20 sets of 8 booklets
	AMERICAN HISTORY STUDY LESSONS	20 sets of 9 booklets
	WORLD HISTORY STUDY LESSONS	20 sets of 9 booklets
	STUDY LESSONS IN CIVICS	20 sets of 7 booklets
	GENERAL ED. CURRICULUM	12 sets of 8 texts

ADULT EDUCATION LEARNING CENTER

EQUIPMENT LIST

2 Bell & Howell Language Masters (for ESL and English programs)
10-12 headsets, 2 dual headphone adapters, 2 multi-phone panels, 2 interconnecting cables

1 Standard Tape Recorder (for converting ESL tapes to cassettes - converting Reading tapes)
10 Cassette Tape Recorders (for individual work in ESL)
10 sets of earphones, 400-30 min. blank cassettes, 200-60 min. blank cassettes

1 Cassette Film Strip Projector (tape lessons to accompany filmstrips in various subject areas)
2 Filmstrip Viewers - 1 Filmstrip Cabinet (individual work and proper storage)

1 Overhead Projector (for making transparencies to enhance learning in various subject areas)
1 Overhead slide kit, 1 box blank overhead film

1 16 mm. Projector
2 Wall screens
1 3-speed Phonograph

APPENDIX VI-O

NEW MEXICO

CUBA INDEPENDENT SCHOOLS PROPOSAL AND OUTLINE OF ADULT BASIC EDUCATION
1970-71

Cuba School District being in a remote and tri-culture area wishes to reach as many people as possible in Adult Education. Therefore, the complex of the courses offered here may vary somewhat from other programs. It is the intent of the program to reach all three cultures and we may deem it necessary to hire Navaho-speaking aides if Navaho-speaking teachers are unavailable. Realizing this program to be new in this area, we hope to introduce it fundamentally strong at the level of its needs. And in its progression to expand it efficiently and well staffed to better be able to reach all interested patrons.

At present the enrollment in the Cuba Adult Basic Education program consist of:

24 Navaho
90 Mexican-American
24 Other

A uniqueness exists in the program to enable it to reach the variety of needs. A majority of our students use English as a second language. Therefore, our concentration should be in as small a student-teacher ratio as possible to enrich our instruction which will strengthen the motivation and student-teacher relationship.

We would like to offer for the 1970-71 school year the following classes at least two sections of Basic and Intermediate with a class in English as a second language to our Navajo and Spanish speaking patrons. Two sections of advanced classes stressing G.E.D. also, a class of Business and on Community Living stressing everyday problems.

Some of our Navaho students travel as much as 70 miles roundtrip from the Navaho Reservation also some Mexican-American students travel 42 miles roundtrip from the Gallina area. The attendence is very high despite the long trips, and weather hazards our students are faced with.

The enthusiasm and enrollment in this program have gone beyond all expectations and from the feeling in this area we expect it to grow as we feel it definitely has not reached its saturation point. We much realize that this area is very remote which is included in the Navaho Reservation and Sandoval County being one of the lowest per-capita income counties in the United States. Also, this School District has had one of the highest dropout rates in the state.

Realizing these facts we feel again that our Adult Basic Education program will expand as the necessity exists and the foundation has been set. In order to keep the enthusiasm alive and progressing, we have found an emergency to hire additional teachers and a need of supplies to reach this goal for enriching the enthusiastic educational hunger among our patrons.

CUBA PLANS FOR ADULT BASIC EDUCATION 1970-71

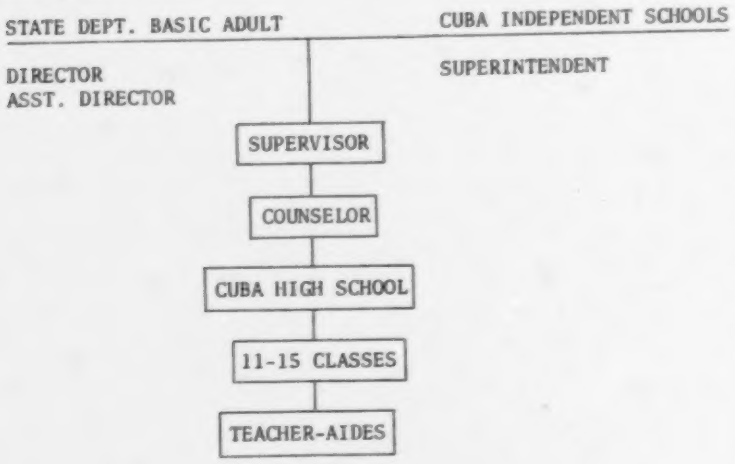
A. PURPOSE OF PROPOSAL

Adult education has grown at a tremendous rate and has become quite diversified. Therefore, it is our intent to continue a program to serve the Cuba Independent School District.

1. To provide a close communication and individual help.
2. To provide a good ratio between students and teachers.
3. To get an exchange of ideas to coordinate and improve Adult Basic Education for the people in the Cuba area.
4. To provide the State Department and Administration Office closer supervision of the Adult Basic Education Program and all work for a common goal.

B. PROGRAM FOR 1970-71

There will be one center within the program located at Cuba High School.
There will be a supervisor, Counselor and from 11-15 Teachers assigned.


STATE DEPT. BASIC ADULT
DIRECTOR
ASST. DIRECTOR
CUBA INDEPENDENT SCHOOLS
SUPERINTENDENT
SUPERVISOR
COUNSELOR
CUBA HIGH SCHOOL
11-15 CLASSES
TEACHER-AIDES

DUTIES OF THE SUPERVISOR

1. The Supervisor is required to be present while classes are in session.
    a.) The Supervisor would also be required to meet with Counselor, Teachers, Superintendent and State Dept. Officials.

2. Be responsilbe for curriculum.

3. Register students at the beginning of the program (working with Counselor).

4. Place and evaluate teachers (based on three observations per year).

5. Be responsible for ordering books and maintaining a set budget. (This allotment will come from the Adult Basic Education Office).

6. Hold meetings when necessary with teachers and students and will recommend any changes necessary to the Superintendent.

7. Be responsible for substitutes and having classes covered at all times.

8. Collect, check and distribute all necessary paperwork for program.

9. Be responsible to the Superintendent for information and evaluation of any type pertaining to program.

10. Serve as the middleman between the State Office, Administration Office, Counselor and teachers.

11. Supervise the program and deal directly with Counselor and teachers.

12. Represent staff and be directly responsible to the Administration office.

13. The Supervisor will be advised of any other duties that the administration office deems necessary.

14. Be responsible for workshops within the area of Adult education.

15. Be responsible for publicizing and recruiting students.

DUTIES OF COUNSELOR

1. To be at classroom vicinity during class sessions.

2. Be responsible for nightly attendance check so that absenteeism will be kept to a minimum.

3. To determine through testing, the correct student level.

4. The counselor will be available for individual consultation with all students, and he will have all information necessary for teachers to better perform within the classroom.

5. The Counselor will work with the Supervisor on determining levels to be taught, and curriculums that would help students through testing.

6. In absence of Supervisor, Counselor will supervise program.

DUTIES OF TEACHER

1. Keeping of all class records as per Adult Basic Education Forms.

2. To teach class at level recommended by Supervisor, Counselor or pertaining to class structure.

3. When unable to meet class notify supervisor or counselor within a reasonable time such that a substitute may be notified so as not to jeopardize program.

4. Try to attend at least one workshop pertaining to Adult Basic Education.

5. Keep classroom and area clean.

6. During breaks visit with students--no segregation.

DUTIES OF TEACHERS-AIDES

1. To assume duties as assigned by Supervisor.

APPENDIX VI-P

OKLAHOMA

PROPOSED GUIDANCE AND COUNSELING SERVICES FOR ABE CENTERS

I. Orientation
  A. Administrator's role
  B. Counselor's role
  C. Teacher's role

II. Testing
  A. Standardized test
    1. Introduction to a broad range of test
    2. Special emphasis on test designed for adult learners
  B. Regular classroom test
    1. Appropriate functions
    2. Avoid embarrassment of adult students

III. Placement
  A. Grade level or group assignment
    1. Proper use of the standardized test results in placement
    2. Teachers evaluation in placement procedure
  B. Counsel the adult student into advanced training or employment after ABE graduation

IV. Counseling Technique
  A. Eclectic
    1. Directive technique is sometime necessary during initial counseling sessions to support adults who need someone to lean on as a result of their loss of confidence through the many years of failure
    2. Non-directive technique is necessary to develop self-directing adults with the ability to make appropriate decisions in situations outside of the classroom

V. Dropout Prevention
  A. Develop classroom teacher's sensitivity to symptoms of adult students about to dropout.
  B. Train teachers in classroom techniques that will prevent adult students from dropping out
  C. Follow-up the dropout students to encourage their return to class
    1. Telephone
    2. Letters
    3. Home visits

VI. Cumulative Records
  A. Collect the minimum necessary information on the first night of class or enrollment
  B. Additional information should be collected by the teacher in a continuous systematic procedure in an informal technique

VII. Research
  A. Understand the needs of the potential ABE population
  B. Have evidence of the effectiveness of ABE

APPENDIX VI-Q

OKLAHOMA

A SURVEY
OF
GUIDANCE AND COUNSELING
SERVICES
IN
OKLAHOMA
ADULT BASIC EDUCATION
LEARNING CENTERS

By

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A SURVEY OF GUIDANCE AND COUNSELING SERVICES IN OKLAHOMA ADULT BASIC EDUCATION LEARNING CENTERS

Introduction

The purpose of this survey is to provide data which will help educators with an interest in Adult Basic Education to better define the guidance and counseling responsibilities of staff in ABE learning centers.

Since the formal organization of classes for ABE students is a relatively young concept in education, guidance and counseling in Adult Basic Education is even younger and not clearly defined.

Two questionnaires were developed with guidance concepts presented in an unpublished paper A PROGRAM OF GUIDANCE-COUNSELING FOR ADULT BASIC EDUCATION: THE TEACHER'S ROLE IN GUIDANCE by Mrs. Mattie Harrison, Dr. Edgar Petty, and Dr. Charles Sandmann. One questionnaire was completed by the center director and a second questionnaire was completed by the teachers. Questionnaires were returned by 29 of the 39 Adult Basic Education learning centers in Oklahoma. See appendix.

Written Objectives

Implicit to the understanding and planning of an educational program is a statement of goals and philosophy. The guidance point-of-view should be the premise of the goals if guidance is to be considered a major component of the program. Only one-half of the centers in Oklahoma could refer to a statement of objectives and in all of these cases made reference to the state policies for substantiation of objectives. No attempt was made by the centers to develop local objectives.

Identification of Target Population

One-third of the learning centers were aware of a study to identify potential students but could not identify the source. However, only one-half of this group could quote a number. One-half of these studies were conducted by the local community action program. A study from a local director, a model cities program, a local welfare agency and several references to a state census account for the balance. Most center directors made reference during interviews to the 1960 Bureau of the Census report for information about the number of potential students.

Adult and Teacher Ratio

The ratio of teachers to students ranges from 1 to 6 to 1 to 67 with a mean of 1 to 30. See Table 1. One concern here is the center with an excessive number of students for each teacher may hinder development of close cooperation with community agencies and other community groups which offer related services. The teachers may not have the time to work effectively with these community groups.

In- and Pre-Service Activities

Fourteen percent of the centers indicated some type of pre-service workshop or training was provided. However, it was not clear if this was the regular public school pre-school week or an acitivity with programming for adult educators. One center mentioned a program to discuss the program materials.

Twenty-one percent of the centers participated in pre-service activities. Programs offered topics such as a discussion of objectives, class methods, and differences in teaching children and adults.

In most instances the in- and pre-service with the exception of the above were programs on state and regional levels funded and directed by state department personnel.

Table 1

STUDENT AND TEACHER DATA

Centers	Total Number of Teachers	Total Number of Students	Student-Teacher Ratio
Ada	3	155	52
Altus	13	523	40
Alva	2	162	81
Anadarko	5	102	20
Antlers	2	54	27
Ardmore	12	167	14
Bartlesville	2	105	53
Canton	1	19	19
Chickasha	3	64	21
Clinton	3	30	10
Drumright	5	123	25
Duncan	7	74	11
Durant	7	42	6
Elk City	4	69	17
Enid	6	94	16
Guthrie	2	72	36
Guyman	3	133	44
Idabel	7	145	21
Lakeside - Granite	4	757	19
Lawton	13	308	24
McAlester	2	38	19
Muskogee	24	340	14
Norman	2	121	61
Okmulgee	2	158	79
Oklahoma City	27	665	25
Pauls Valley	3	112	37
Pawhuska	6	154	26
Ponca City	1	69	69
Poteau	6	192	32
Pryor	17	480	28
Sallisaw	11	205	19
Shawnee	3	59	20
Stigler	2	24	12
Stillwater	3	111	37
Tahlequah	3	61	20
Talihina	2	133	67
Tulsa	26	311	12
Watonga	1	23	23
Wilburton	4	65	16

Mean ratio is 1 to 30

Guidance Survey

The survey is in two parts:

1. Information completed by the center director. The data on this form are an attempt to collect information of interest to other center directors and state department personnel. For report of the findings each table is grouped under one of the guidance services: student appraisal, counseling, information, placement, and follow up.

2. Information completed by the teacher. There are three purposes for this form: a) to collect activities of the teacher in six areas of guidance responsibilities; b) to investigate the major cause for dropouts; and c) to investigate the use of para-professionals.

Appraisal

Student Record Card - Cumulative Records

Essential to the understanding of individual needs and learning difficulties of the adult student is an adequate system of record keeping. Most centers use a record card (Table 2) for references and recommendations, however, only one-third use records for reference to job skills training programs. The agencies for reference include employment security, O.I.C., sewing machine operators, welding, nurses aid, vocational and manpower training, secretarial, and vocational-technical schools.

Table 2

USE OF STUDENT RECORDS

Description	Number	Percent of Total	Tulsa	Pryor
Use records for employment references and/or recommendations	24	83	No	Yes
Use records for reference in job-skills training programs	10	34	No	Yes

In the majority of centers (Table 3) the director maintains the records. Secretaries are involved in part of-with primary responsibility in 38 percent of the centers. The records include data for educational programming in all centers (Table 4) and for employment references in two-thirds of the centers. In only one of the centers were records used for research.

Table 3

INDIVIDUAL IN CENTER WHO MAINTAINS
STUDENT RECORD CARD AND OR CUMULATIVE RECORD

Recorder	N=29	Number	Percent of Total	Tulsa	Pryor
Director		15	52	Sec.	Sec.
Director - Secretary		4	14	Sec.	Sec.
Director - Teacher		3	10		
Secretary		2	7		
Secretary - Teacher		2	7		
Teacher		2	7		
Administrative Assistant		1	3		

Table 4

USE OF STUDENT RECORD CARD

Use	Number of Centers N - 24	Percent of Centers	Tulsa	Pryor
Educational Programming	23	100	*	*
Employment References	16	67	*	*
Personal Problems	9	38	*	*
Interest Grouping	7	29		
Social Problems	5	17		
Research	1	4		

Standardized tests and teachers evaluations were the methods used to determine the entry level of the adult-student in the majority of the centers (Table 5). In only ten percent of the centers was the counselor involved in the process.

Table 5

METHOD TO DETERMINE ENTRY LEVEL OF STUDENT

Method	Number of Centers N - 29	Percent of Centers	Tulsa	Pryor
Standardized Tests	23	79	x	x
Teachers' Evaluation	20	69	x	x
Previous Grades	11	38		
Students' Personal Evaluation	11	38		
Counselors' evaluation	3	10		

Counseling

Counseling responsibilities were in two functions: group and individual. Group counseling included the following topics:

	Tulsa	Pryor
Discuss current problems--social and political		
Develop confidence		
Consideration of additional education		x
Goals of ABE		x
Income tax		
Vocations		x
Money management		
Citizenship		
How to apply and to get a job		
Test interpretation		x

Individual counseling included the following topics:

	Tulsa	Pryor
Individual plans and aspirations	x	x
Vocational plans	x	x
Finance	x	

	Tulsa	Pryor
Continuing education	x	
Social problems	x	
Community resources	x	
Attendance of classes	x	
How to get along with people	x	
Family	x	
Educational goals	x	
Problems with children	x	
Learning difficulties	x	x
Husband and wife problems	x	
Why people lose jobs	x	
Student feeling toward faculty	x	x
G. E. D.	x	
Job advancement	x	
Test interpretation	x	x

Information

Orientation

During the first meeting with adult-students most of the centers attempted to explain the program, to complete enrollment forms and to discuss goals (Table 6). Over one-half of the centers also attempted to meet with each student individually and to issue books and materials.

Table 6

ORIENTATION ACTIVITIES

	Number of Centers N - 29	Percent of Centers	Tulsa	Pryor
Explain Program	27	93	x	x
Complete Enrollment Forms	26	90	x	x
Discuss Goals	25	86	x	x
Meet With Each Student	20	69	x	x
Issue Books	18	62	x	x
Talk About Tests	14	48	x	x
Administer Tests	10	34	x	x
Provide Social Activity	8	28	x	x

Recruitment of Adult-Students

All centers indicated the newspapers, former adult-students, and local staff were utilized for recruitment of adult-students (Table 7). Community Action Programs, Civic Clubs, Radio, and Welfare Agencies were helpful in over three-fourths of the centers.

Services

For identification of services other than educational but guidance-oriented, the directors listed individual counseling, employment placement, and childcare (Table 8). Though only 14 percent of the centers mentioned childcare, another twenty percent indicated they were considering this service.

Table 7

METHOD FOR RECRUITMENT OF STUDENTS

Method Used	Number of Centers Using Method N-24	Percent of Centers	Tulsa	Pryor
Newspapers	24	100	x	x
Former ABE Students	24	100	x	x
Directors-Teachers-Administrators	24	100	x	x
Community Action Program	22	92	x	x
Civic Clubs	20	83	x	
Radio	18	75		x
Welfare	18	75	x	x
Churches	16	67	x	x
Printed Pamphlets	14	58	x	
Chamber of Commerce	8	33		x
Television	5	21	x	
State Employment Service	2	8	x	
Headstart	1	4		
Vocational Rehabilitation	1	4		
WIN Program	1	4	x	
NYC Program	1	4		

Table 8

SERVICES PROVIDED STUDENTS

Service	Number of Centers N - 29	Percent of Centers	Tulsa	Pryor
Individual Counseling	27	93	x	x
Employment Placement	13	45	x	x
Child Care	4	14		x

Placement

Little formal initiation of vocational placement on the part of the centers is apparent (Table 9). Only 17 percent of the centers appear to assume a responsibility for contact of prospective employers. Possibly the 10 percent listed in Table 9 is not correct, more likely this is closer to 83 percent as listed in Table 2. Other provisions not included in the table were encouragement of vocational classes after ABE; operation mainstream; vocational technical schools; manpower training programs; and the state vocational rehabilitation program.

Table 9

PROVISIONS FOR ASSISTING STUDENTS TO OBTAIN OCCUPATIONAL TRAINING FOR BETTER JOBS

	Number of Centers N - 29	Percent of Centers	Tulsa	Pryor
State Employment Service	10	34	None	None
Contact Prospective Employers	5	17	None	None
Write or Telephone Recommendations	3	10	None	None

Follow-up and Research

Follow-up of Graduates

Fourteen percent of the centers were in the process or had an on-going procedure to follow-up graduates (Table 10). Usual procedure was to collect data by letter, telephone, and/or friends.

Table 10

FOLLOW-UP OF GRADUATES

	Number N - 29	Percent of Centers	Tulsa	Pryor
Centers with procedure to follow-up grads	4	14	No	No
Centers without procedure to follow-up grads	25	86		

Follow-up of Dropouts

In all centers encouragement of dropouts to remain in the program is attempted by telephone. Correspondence and friend visits are attempted in three-fourths of the centers and over one-half the teacher visit (Table 11).

Probably the major priority for research by the centers is to investigate what happens to their graduates and dropouts.

Table 11

PROCEDURES USED TO ENCOURAGE POTENTIAL DROPOUTS TO REMAIN IN THE PROGRAM

Procedure	Number of Centers N - 24	Percent of Centers	Tulsa	Pryor
Telephone	24	100	x	x
Correspondence	19	79	x	x
Friend visits	16	67	x	x
Teacher visits	14	58	x	x
Director visits	11	46		
Community aid visits	1	4		
Newspaper	1	4		

The Teacher Survey

Dropouts

Teachers were asked to list the major causes for dropouts from the ABE program. Three major causes and ranked in order of times mentioned were personal illness and/or poor health; low motivation; and unsatisfactory progress. Other causes were embarrassed to have people know in school; lack of clothing; cost of transportation to school; negative self image; lack of babysitters; work at two or more jobs and did not have time; fatigue; transfers to job in different location, family sickness, curriculum does not meet needs; and lack of time to study.

Use of Paraprofessionals

Paraprofessionals were used in 31 percent of the centers. They were housewives, workstudy students, teacher corp students, high school students, and the more advanced ABE student.

They assisted the teachers in instruction; helped enrollees; phoned students to encourage attendance; served as receptionist and library aid; typed correspondence and records; maintained records as financial and attendance; graded tests; and made coffee.

Responses by Teachers to Questionnaires

Six statements of the guidance role of the counselor were included. These roles are exemplary of the types of teacher-guidance-functions which permeate the entire teaching role. The statements are as follows:

Statement 1. To aid in the adjustment of the individual adult learners by providing a climate in each set of learning experiences which promote desirable learner adjustment.

Statement 2. To integrate occupational, educational, and personal-social adjustment information into the adult learner's experience.

Statement 3. To encourage adult learners to avail themselves of the facilities of the ABE guidance program.

Statement 4. To provide information which will keep the adult learner's personal records current.

Statement 5. To be alert to the use of the facilities of the existing community agencies that may assist in reaching the objectives of the ABE guidance program.

Statement 6. To assist the adult learner in developing and maintaining a desirable pattern of attitudes and behaviors which will vacilitate maximum learning.

The teacher's responses to these statements are listed on the following pages.

Recommendations

To attempt to hire directors with counselor training backgrounds. These people appear to have the responsibilities for most of the guidance functions outside of the classroom.

To sponsor in-depth guidance and counseling workshops for the Directors only. Guidance responsibilities of these people appear to differ from the responsibilities of the teachers.

To write a statement of philosophy and objectives. Each learning center should direct its energy to this task, especially to the needs and developmental characteristics of the student.

To coordinate efforts for identification of potential students in the district of the learning center. These studies to be conducted jointly by the district and the community agencies and groups.

To consider the job tasks of secretaries and the hiring of secretaries where none are employed. Center directors, teachers and counselors should be relieved of record keeping and as many secretarial tasks as possible.

To investigate the possibility of including the counseling topics listed in the study in the regular curricula where possible.

To organize and improve systems of communication with local industry and to establish a more effective working relationship with vocational education agencies.

To consider the development of a special project either on a local or state level and provide additional personnel to assist in the follow-up studies of dropouts and graduates in order to evaluate the outcome of the ABE program and to determine the effectiveness of the program in meeting its stated objectives.

To provide assistance to local centers to evaluate their programs.

To organize more pre- and in-service activities on both a local and regional level for ABE teachers.

To identify and work into program volunteers and paid paraprofessionals.

Responses From Teacher Questionnaire

Statement 1

To aid in the adjustment of the individual adult learners by providing a climate in each set of learning experiences which promote desirable learner adjustment.

Inventory is made to learn the level of learning of each new student. Then, work on an individual basis is pursued according to the needs of each individual.

We have tried to work with each adult as he makes progress from one skill to another. In arithmetic each one began at the beginning of addition, subtraction, etc. skills and worked at their own rate of speed. We tried to use class discussion for much of the grammar skills. Also tried not to set a time limit but used instead their own speed of learning.

We used materials as near to the life situations as possible. We try to have each student bring a problem from home, whenever possible.

We do our best to relieve any type of tension. We display a helpful attitude. We strive to see their point of view.

Teaching materials were chosen on level to best meet their needs. Books with stories on budgeting, etc. We also have discussions in class on health and things that may help them.

Classes have been organized so that each student is placed on his level in all subjects. Students have been placed on three levels in the area of math, English, and Reading.

Individual standardized tests are administered and students grouped into ability ranges and materials are prescribed to meet the needs of each student.

Organize small classes and groups by compatible achievement levels. Provide individual attention and instruction within group setting. People have tendency to motivate one another if not embarrassed or made to feel inferior. Materials and instruction planned to bring out the positive qualities in each individual.

The building facilities are adequate; well lighted, attractive rooms, pleasant atmosphere and materials available on individual's level.

Suitable class room has been provided. This room is of normal classroom size, with adequate lighting and heat supplied. There is a drinking fountain and lavatory in the room. Suitable tables and chairs are provided.

The best methods recommended in teaching adults who have had no formal training are: lectures, tours, demonstrations, group discussions, night schools, radio, televisions and reading programs.

A business like atmosphere and surroundings are provided in which there is a sympathetic relationship between teacher and pupil, among pupils themselves and between pupil and community. This rapport has caused learners to want to come and keeps them coming.

Learner adjustment has never been an problem and has not required many provisions to set the climate for adjustment. Adults are eager with definite goals that they insist be covered. We do have the problem of getting the adults to adjust to the fact that classes are over at 10:00 p. m. consequently discussions of a particularly relevant topic will continue much beyond class dismissal time.

Students assigned to classes at level indicated by standardized tests. Counsel and instruct student encountering difficult problems. Allow student to proceed at own rate of achievement. Set short range goals that are such as to insure success.

Making each participant feel welcome and at ease for learning situation. Emphasizing teacher-pupil relationship of working "with" not "for." Playing down previous educational level. Stressing important of learner being a peer member of the group.

Presentation of: Study skill patterns for learning, skill in creative efforts through experience; offer learner confidence in ability to learn, feeling of equality with others in group; under-emphasize lack of former education.

Orientation--explanation of ABE Program and plant. Stimulates concern for improvement of learning abilities. Identifies individual problems in learning areas. Engages in creative abilities that increase knowledge and ability. Stresses that each learner has a part in controlling his destiny.

Grouping according to ability of student. Thus the individual finds that he is not the only person having a problem. Encouraging and praising individual's progress.

A relaxed atmosphere where each is free to express his personal feelings and necessities without apprehension or fear of embarrassment is the primary objective.

We talk about their interest, tell a few friendly jokes. The class sits around tables in a very informal manner and every effort is made to help each student feel that he belongs.

We try to allow each enrollee to begin where he is and be encouraged to progess as rapidly as he can toward his goals. We believe that it is necessary that we help each student to set for himself realistic goals. Through individual interviews, testing, group discussions, etc. We have had some measure of success in creating an atmosphere where students can work toward these goals.

I try to show an individual interest in each student, that each one is striving as an individual and not competing with each other. I try to be one of them, yet maintain a business relationship in teaching.

Personal conferences, let students know they are individually accepted, and instructors are interested in them.

I encouraged the classes in that each could pass the test if they would come each session, prepare assigned work and ask questions. What most of them needed was just encouragement that they could do the work.

Give a detailed outline of our program to each student individually. Help the student to see how our program will benefit him. After giving the student his books, discuss the material with the student. Encourage the student how we might meet his needs better in class. Encourage the students that have been coming to help new students. Encourage the student to talk with his employer about furthering his education.

There were varied activities which led the students to discribe their reactions, their ideas, their inspirations and their experiences. Much attention was given to the ideas that the students expressed and little emphasis was placed upon the way they expressed their ideas.

Build confidence by prescribing attainable goals in assignments and tests.

The first night of class the student is introduced to his teachers and students. He is given a workbook on the first night and is given an instruction sheet on what will be covered in class. He is told to do as much as he can in his workbook with the help of a textbook which can be checked out from the library, but he does not need to be concerned about questions to which he cannot find answer. Also a learning center is provided from which the student can check out programmed materials and other study aids.

A permissive atmosphere was maintained which enabled the students to speak out, move around, work individually or in groups as they wished.

We used a small test of math work after the student entered class and had become interested and then placed them in groups with similar achievers. The classes rotated to different instructors for each subject area. Therefore they were in groups where they had a comfortable feeling of success.

Using visual aids. Use family-oriented illustrations and textual materials that involve members of the family.

Meet social and emotional needs. Be available anytime a pupil shows a need to "talk." Be patient. Accept each human being as he is.

The key to adjustment is to determine what brought the learner to our class; what does he want to accomplish; what does he need.

Individual attention from both teacher and para-professional in encouraging adult learners to participate in all areas of the ABE program.

When each student is brought to class for the first time, his needs and his past schooling are discussed. A business-like, but informal climate is maintained as the student moves to various departments.

Individualized instruction, special help to each individual by teacher, private tutoring.

An atmosphere of friendliness and mutual desires for learning is maintained at all times.

The use of the Reading Labs is one way to help the student see his progress in reading.

Refreshment and smoke breaks.

In my own classroom each individual is treated with honor and respect. No person is ever humiliated or made to feel inferior.

Statement 2

To integrate occupational, educational, and personal-social adjustment information into the adult learner's experience.

Reading materials at various levels are used with content including discussions of situations involving various vocational situations and personal-social activity.

If an adult student does not feel at ease at a class period and doesn't feel that he is learning and making good use of his time, he will not attend class. Many are building toward the hopes of getting their G. E. D. certificate. They need skills they can use as they are learning and studying for the G. E. D. I had one student tell me that she was so glad to learn how to figure interest that even if she never used some of the things we were learning, class time was worth it to just learn about interest problems. Another said, "Oh, I wish I'd known how to figure square yards, feet, etc. while we were building our own house."

By citing examples of people who are as nearly like our students as possible.

Through discussions--informative reports.

Some of our ladies do not have their driver's license as yet, they have been helped in their studying for this.

Class material is developed around the adults everyday environmental needs. Class discussions are also directed toward the educational level and interest of the adult learner.

Materials in this area are provided and students are encouraged to use the material in supplement to regular curriculum. Outside reading records are kept.

Helping an adult learner seek information that would be a detriment to her occupation and to encourage a growth in his education that would enable him to be better qualified and gain more confidence in occupational, as well as social, environment.

Learn to work with what he has experienced. Practicing and using articles in everyday use.

Cognizance is taken of needs of learners, their age, goals, and methods of presentation needed to teach the information. Consideration is made of their background, their present jobs, and their connection with community life. These people take the course because they need and want them. Instructors try to keep this desire alive.

The adult student want to learn the hows and whys of the complete operation of the process of living and making a living as it relates to them and for their better preparation to understand and meet their problems.

Classroom work, Vocational Co-ordinator, and Vocational Rehabilitation cooperate to instruct and counsel students.

Procedure provokes questions that encourage inquiry. Having reports from previous ABE learners. Open discussion of needs, opportunities and information that exist.

Use of films, et., of actual participants at work (motivates improvement in personal appearance and habits).

Give immediate help in instruction of material needed so that the pupil may perform his work accurately and not be short-changed by employer or customer. Correct filling in of forms, reading of notices, and general information available to the employee.

In teaching Spanish-speakers English, we use books on history of the United States, government, typical family living, and English grammar, structure and usage.

We have utilized the services of resource people in the community in various occupational areas; we have had special self-improvement units directed by the staff of our high school home economics department; we used group processes and various audio-visual aids to promote the integration personal-social adjustment information into our curriculum. The entire staff in our center is dedicated to the development of a warm personal inter-relationship with each enrollee.

We concentrate on different subjects, from time to time, as they are brought up by the students. We share refreshments quite often when they are provided by various members of the class.

Social security representative spoke to the group and held a question-answer session.

As I learned to know each individual and his home and social problems, I could again give them encouragement by private talks and even telephone conversations.

This is done in each classroom by the teacher. For instance in English, the teacher will stress the importance of speaking correctly for seeking employment and correct usage while on the job. In science, family living and other areas of interest is brought out.

The adults wanted to know what the future held for them, how they could learn to be more self-sufficient, why some people are accepted and others rejected. They needed to have their curiosity aroused about everyday things about them.

Filmstrips, teaching machines of different types and other types of media were used to motivate learning.

Close contact with the employment agency. Use of daily newspapers and school newspapers to make job opportunities known to students.

Classtime was used to attend community business and social meetings, in an effort to integrate the ABE classes and the community at large.

Obtained pamphlets for those interested in various fields. Let the members of class give some pointers on the success of their employment in various occupations.

By selection of material--an auto parts catalogue was used to read by a man wishing to become a mechanic. I help many write their first letter.

Confidence and personal satisfaction.

..ıe printed materials we use are supplemented by teacher-prepared hand-outs and worksheets to better integrate the information available.

It is better to teach in blocks of learning. If a lesson is being taught on "How to Hold a Job," it should include help in reading, arithmetic, and all the other material the learner can use about occupations, interviews, and community agencies that can help the student with his particular problems and needs.

Materials on occupational opportunities are often used in an educational setting when some situation may be "play-acted" to illustrate a social problem.

Each adult learner is instructed to maintain three constant goals--1) work to- war ward fulfilling requirements for a diploma, 2) to make sure that after each class session that they take away some information that they can use in a job, 3) to become aware of their surroundings--people, life, opportunities.

Applications are made in each subject to acquaint adult learner with his occupational aims.

Demonstrations on how personal habits can help or hinder and how to improve personalities.

Our classes are not run on a strict or set schedule of educational material to be covered but we discuss job experiences, home experiences and any area, which many times help clarify a particular subject area topic.

When an opportunity exists bring in actual experiences that happen on the job or other situations that he would be familiar with.

Encourage them to read newspapers, magazines and listen to current reports on radio and T.V.

Statement 3

To encourage adult learners to avail themselves of the facilities of the ABE guidance program.

Adult learners are encouraged to confer with the director and staff concerning any problem...personal, academic, or vocational. Some effort is made to involve members in conversation to promote discussion of any area of concern.

I have had many women attend classes that work at our local convelescent homes, hoping to get their G.E.D. certificate so they can go into nurse's training. Also four employees of Community Action are coming to classes and are helping to get many of our Mexican-Americans interested. We have also used the local weekly newspaper several times with articles about the ABE classes that are available here at Hollis.

Giving examples, visual aids, and having a visit by a trained counselor.

Personal contacts, news media, tours through center, industrial leaders talking to their employees.

We have kept in touch with them by calling or visiting before each class meeting. A notice was also put in local paper so they would know about classes to be held. We have encouraged those that came to tell and bring their friends when possible.

The adult learner has been encouraged to use the many programmed materials by checking this material out and taking it home. When they have completed the material it is brought back and a record is kept on what has been completed.

This is brought to the attention of the public through news media, bulletin boards at industries and places where people would be informed, and through agencies of the community. Meetings are in a general location that is convenient to the adult learner.

The students were informed of the availability of a complete guidance program. Guidance and testing is provided.

Using individual instruction, health centers, libraries, national organizations and taking advantage of most opportunities.

Effort is made to get learners to see value of everything presented in practical ways, ways that help them further their job opportunities and in a cultural way to help in the enjoyment of their existence through knowing that they know and their being able to compete with others.

Our provisions for the use of ABE faculties for the guidance program have been neglected to a certain extent. We have made available and have used the series of pamphlets to supplement vocational, social, and civic instruction.

Standardized Test placement of student at level of ability and achievement. Superintendent, principal, rehabilitation counselors, and the vocational co-ordinator counsel with the inmates to convince them of the importance of academic and vocational training.

Explanations of and demonstration use of library facilities available, up-to-date materials, aids, etc. Present ways the facilities can meet individual needs.

Interviews between counselor and learner (points up needs and shows progressive evaluation results), consultations with teacher, director and learner for review of situation.

Talk with previous ABE adults. Keep channels of communication open.

Personal praise and encouragement. Basic skills taught hoping that pupil may be more self-reliant.

I have kept in close contact with my students myself outside of class to insure their continuing interest.

Call attention to various books, publication and community activities that are available.

We have provided initial guidance sessions with each new enrollee and have tried to impress them of the availability of continued guidance assistance. As more funds are available, we will arrange for more extensive services in this area.

Have used materials and equipment from the learning lab in class, to arouse interest for individual study in the center other than formal class time.

When needed, the welfare, vocational rehabilitation, social security, and other agencies can be and were contacted.

We had one teacher who was always available for personal conferences and what I could not answer was referred to him.

The teachers handle the guidance program. This is done before class and after class. When a student is interested in an area, the teacher finds information pertaining to this area and discusses it with the student. If necessary encourage the student to talk with the high school counselor.

List of jobs openings are posted by the counseler regularly. Students who have poor attendance are personally contacted by the counselor.

Use telephone, home visits, churches. Encourage pupils to recruit their friends. Newspapers, civic clubs, and welfare agencies.

Students who are unable to attend regular classes are placed on programmed study course under the direction of the guidance counselor.

We stress the fact that our primary concern is their personal success, and we aid them in family finances, budgeting, and consumer buying.

Encourage adults to phone personally about anything that would bother them. A day center is provided with a competent person available for counseling service.

Statement 4

To provide information which will keep the adult learner's personal records current.

Updated information is usually obtained through conferences and informal chatting during breaks and before and after classes.

I keep a personal card on each student and record all absences and reasons for dropouts.

By having a current file on each student, with as much information on each as possible.

We discuss their children's problems in school and all problems personal or otherwise that concern and bother them.

Records on each student show all test results and materials completed. Tests in all subject matter are regularly given to show student progress.

Reading daily newspapers, using new words through reading, speaking, and listening, using the dictionary and enlarging your speaking vocabulary.

Under a system of testing and counseling the learner has opportunity to know what he is doing and how he can progress.

Compilation of: personal data sheet on each participant, employment records--subsequent reports after learner leaves ABE.

Each period the student's record is brought up-to-date.

We give achievement tests to help find his grade level and later to see how much progress he is making.

They were advised to notify us of changes of any kind so that records could be kept current.

Folder kept of each student which included test scores, work samples, teacher notes and recommendations.

Library work and study materials recorded.

Record cards are kept with as much information as we can conveniently and inoffensively obtain by conversation.

Our learning center is open to them and it is well supplied.

Frequent individual conferences and follow-ups help to do this.

This information is in the hands of the director, and is not a matter of discussion between the director and the faculty. This information, however, would be available to each teacher if he should wish to have it.

Statement 5

To be alert to the use of the facilities of the existing community agencies that may assist in reaching the objectives of the ABE guidance program.

The director of the adult learning center taps resources to help whenever the need is indicated.

The Community Action office here at Hollis has four who work there attending classes. They have encouraged others to attend classes.

I appear before civic groups, various clubs, etc. I speak closely with community action, and state employment services, and all agencies in the community.

People from Self-Help-Housing Program came and showed films and talked with them once. Vista workers have talked and met with them.

The adult program is working with the Welfare Department "Win" program by providing educational facilities.

All chairmen of the community agencies have been notified of the ABE program and are encouraged to recruit students.

Northwestern State College materials center and reading clinic.

Community center.

Students were informed that these services were available and most availed themselves of this service.

Be able to take part in any Guidance program without fear, and using the facilities the agencies recommend.

It is felt that learners are encouraged by relevant community programs: employers promote interest of learner, the nearness of the vocational-technical school makes available its facilities to qualified entrants, nursing jobs in the hospital and rest home are open to learners, etc.

We make use of all outside agencies that may come in to assist us. Also inmates are referred to ABE agency in or near their home community.

Utilization of services offered by: OEO, Welfare Department, Apprenticeships in vocational areas, Teachers' Aid Programs (federal) in public schools.

Newspaper publicity on all phases of ABE program; Welfare Department roles; radio announcements; using previous adult learners to relate experiences and results from attending ABE.

Contacts made with civic clubs, PTA, Civil Service Examiner, supervisors in industrial plants in area, bulletins published on activities; ABE news sheet; employment agency.

Aid of schools, churches, Chamber of Commerce, local Community Action Foundation, and various others in assisting us in providing training and job opportunities for these enrollees.

Speakers from different community agencies.

We gave them names of people and agencies where outside help could be obtained to strengthen their desire.

Mental health hospitals, C.A.P., Bureau of Indian Affairs.

We use a directory of community service as a reference.

We have very good rapport with Vocational Rehabilitation W.I.N., Employment Service, M.D.T.A., S.C.C., R.C.&D., all of these organizations have resource personnel that are willing to help and also refer prospective students to us.

Statement 6

To assist the adult learner in developing and maintaining a desirable pattern of attitudes and behaviors which will facilitate maximum learning.

We encourage reporting on work going on a self-help basis, suggest supplementary study aids and study skills.

I have tried to help the student feel at ease and make suggestions if they have ideas about ways class time could be improved. The use of my teacher-aide has helped in the basic class to facilitate maximum learning.

By citing examples of others who have succeeded. By constant encouragement of each student in the things they do well. By always encouraging positive thinking.

We discuss things that they are interested in and try to tell them ways and means of overcoming some of their problems.

By grouping students in levels they can feel the most success and trying to make each subject relevant to each student's needs.

An effort is made to promote an atmosphere of hope and acceptance. Students are given many successful experiences and urged on toward their goals.

Teachers who are interested in the adult learner's progress and encourage a positive attitude toward learning.

The adult learner should use number, symbols, abbreviations, appostrophes, capitalization of names, punctuation and be able to do a lot of spelling, learn synonyms and antonyms.

Learners are encouraged to stay in classes even though it is sometimes difficult for them to attend every session, to hold them up to community as people doing a worthwhile job, making them aware of the importance of what they are doing, and by making information both practical, worthwhile, and enjoyable through a sense of achievement.

This area is a joy to the teacher, the attitudes and desires already exist, as evidenced by their attendance in the Basic Education program. Again, it is not a question of providing for a desirable pattern; instead we must be alert not to lag on meeting the interest of already developed attitudes.

Provision of interesting, practical and meaningful material for study. Stress relation of academic study to actual problems of life and vocation.

Establish a feeling of progress and growth, use praise excessively and give confidence in ability to learn.

Dispel fear of "not knowing;" turn mistakes into learning experiences; review progress of oral evaluation method.

Encourage optimism.

Help students see the value of an education.

Assist the students in recognizing relationships between their day-to-day learning activities and their ultimate goals.

We use our class time for study and encourage each to be regular in attendance to receive the maximum for their efforts.

Working with students on an individual basis. Show the students that we are interested in them and work with them to achieve their goals.

Condensed courses were designed to serve the needs of adults who needed to master the basic essentials of these courses in a minimum amount of time.

Filmstrips, lectures, and community agency speakers helped them to understand more desirable patterns.

Encourage regular study habits--special periods if only for short duration. Instruct in reading, study and learning techniques.

The students are provided with educational materials free of charge. Student participation is an integral part of classroom procedure to insure that students are interested and are studying outside of class. Certificates of achievement are also awarded at the conclusion of the term.

All was very friendly and on basis of "you can do anything you want to if you so desire."

Lack of self-confidence, non-interest, transportation is sometimes a factor, illness with the older group.

Start on a level where pupil experiences success. Develop his confidence. Build up self-image. Seek to improve study habits.

We assist through counseling and guidance, and through close teacher-adult learner relationships.

We encourage the student to talk about needs and goals and help him solve other problems so that he can learn. We do not rush him but let him progress at his own speed.

There is nothing that works better than to show a genuine concern, a helpful attitude, and an educational plan.

This is the difficult one, however, adults take constructive criticism well, especially if they know that it will help them in their work. There are work series materials by SRA, Follette, and Steck-Vaughn which should help them with attitudes.

This is done in the classroom as a good social atmosphere is maintained. During the class time there is a break in which refreshments might be shared.

Emphasize monetary and other values received from a good education.

APPENDIX VI-R

TEXAS

GUIDELINES FOR GUIDANCE SERVICES TO ADULT BASIC EDUCATION CLASSES

In order to insure the most effective program of guidance to adults enrolled in our basic education classes, it is essential that the efforts of all persons concerned be well coordinated. Coordination is dependent upon clear communication and complete understanding of the function and responsibilities of each person and of the interrelation and in some cases the overlapping of these functions and responsibilities. These guidelines have been prepared as a basis for the development of a coordinated guidance and counseling program for ABE students.

Purpose of Guidance and Counseling Service

The sole purpose of guidance and counseling service is to help the ABE student:

1. To achieve the maximum benefit from his efforts to improve his education.
2. To help him find solutions to any problems which he may have, especially those that affect his learning ability.
3. To provide him with accurate and adequate information concerning educational opportunities, vocational training available, job application procedures, community resources available to him, etc.
4. To develop confidence in his ability to improve his condition.
5. To become a more effective member of the community.

The guidance team includes the teachers, the supervisor, the counselor, and the director. Each one has a specific role in the counseling process and responsibilities to the students. Some responsibilities are general and are shared by every member of the staff, while others are usually assumed by a specific person.

Some of the general responsibilities are:

1. To regard each student as an adult and treat him as such. Even though he may be deficient in formal education he has a personal dignity, pride, and rights which should be respected.

2. To help to create an environment and provide the assistance which will provide opportunities for each student to derive the maximum benefits from the time spent in class.
3. To support the student's confidence in his ability to learn by commendation for their efforts, as well as for achievement.
4. To listen to students' questions and answer them if possible. If you can not answer any question, refer him to someone who can or suggest where he may find the information he needs. Remember that NO question is stupid if the asker thinks that he needs the answer.
5. To set an example of mature behavior, honesty, and moral responsibility which may be a guide to students in development of changes in their habits.

The Teacher's Role and Responsibility

The teacher probably has the most important role of the entire team in the adult education program, including the guidance and counseling service. The teacher's primary reponsibility is to provide instruction in the classroom and individual assistance to each student in his learning activities. Due to his close association in the classroom, the teacher has greater opportunity to become aware of the personality and need of individuals. An effective teacher can soon win the confidence and respect of his students so that they will feel free to discuss problems with him. It is the teacher's responsibility to establish this rapport with students, listen to their problem, and, if the answer is simple or the solution obvious to the teacher, he should help the student, if by doing so he does not disrupt the learning activities of others in the class. If the answer or solution is complex, time consuming, or beyond the counseling ability and training of the teacher, the student should be referred to the counselor, to the supervisor, or to the director for assistance.

Other responsibilities of the teacher include:

1. Keeping attendance records and making a report for each class period.
2. Make periodic evaluations of each student's progress and keep a record of his achievement.
3. Confer with the supervisor on problems which may occur or before making changes in normal class procedures of schedules.
4. Notification to the supervisor if they must be absent so that a substitute can be obtained.

The Supervisor's Role and Responsibilities

The supervisor is the coordinator of the instructional team and as such it is his primary responsibility to make sure that the entire program functions smoothly and effectively. His role is supportive to all other members of the team. Some of his specific responsibilities are:

1. To see that the facilities are opened on time for each class meeting, that the classrooms are ready, and that material and supplies are available.
2. To make sure that each class has a teacher present, calling a substitute when necessary or by combining classes if no substitute is available.
3. To keep records of teacher work hours, student attendance, supplies and materials ordered, received, and issued, to requisition supplies when needed.
4. To make such reports concerning the program operation as may be required by local, county or state administration.
5. To explain the program to prospective students, to see that those who desire to enroll are placed in the class best suited to their needs. If such class is not available, the student's name is placed on a prospective student list and he is notified when an opening is available in the proper class.

6. To confer with the director on problems which may arise and keep him informed of the operation of the program. The supervisor acts as a liaison person between the director and other members of the team, passing on bulletins and other information to teachers, students, and others concerned.
7. To make minor administrative decisions necessary to routine operation and in case of emergency to take such immediate action as he deems necessary until the director or higher administrator can be notified.

The Counselor's Role and Responsibilities

The role of the counselor is primarily supportive in nature, providing assistance to students and other team members alike in their efforts to insure maximum effectiveness of the adult education program. Through education, training, and experience, the counselor should be prepared to help another person to find solutions to his problems. Since the counselor is not assigned classroom or administrative responsibilities he has the time to devote to helping individual students.

Some of the specific responsibilities of the counselor are:

1. Interview the new student prior to enrollment, administer placement test when necessary, counsel with student concerning his educational needs and recommend class placement.
2. To become acquainted with as many of the students as possible. Developing and expressing a real interest in each student as an individual will help establish a rapport invaluable to the counseling process. The counselor should, if possible, make himself available before class and at break time when he can become acquainted with students in an informal setting.
3. To assist those students with special learning handicaps in finding the cause of the difficulty and in finding ways of overcoming the problem. The counselor should confer with the teacher concerning any revised instructional procedure before making recommendations to the student.

4. To encourage those students who are lax in attendance or who seem likely to drop-out. If there are causes for poor attendance, the counselor should try to help the student correct them. At other times, friendly interest by the counselor is sufficient incentive to improve his attendance and revive his efforts.
5. To visit the homes of students who have dropped the program or who are having irregular attendance to determine if there is a correctable problem. By such firsthand knowledge of the student's environment the counselor is better able to understand motivation for his behavior.
6. To refer students to another community agency when the nature of their problem requires assistance beyond the resources of the counselor. The counselor should be well acquainted with all community services available to the student and be able to advise him of the proper procedure for obtaining such service.
7. To administer, with the assistance of the teachers, standardized achievement tests, as approved by the director, to determine the achievement level of each student, to score such tests, prepare a profile or analysis for each student, and to interpret the results to students and to teachers.
8. To plan, prepare, and conduct with the cooperation of the teachers group guidance activities of general interest to meet needs expressed or observed. Financial planning and family budgeting, job applications, survey of community services, and similar topics are examples of the kind appropriate for group guidance activities.
9. To prepare and maintain a guidance record and case history for each student counseled, such record should include a statement of the problem, relevant facts, counseling action taken, student reaction and observable outcome. Such record shall be confidential except that it shall be available for review by supervising counselor.

10. To keep the supervising counselor informed of all guidance activities, to confer with him concerning major decisions, in cases of controversal problems likely to have far-reaching effects, and on questions involving school policies, or community relations.

The Director's Role and Responsibilities of Adult Education

The Director of Adult Education has been designated by the Superintendent as the administrator charged with the responsibility for the planning, promoting, operating, and reporting on the total Adult Education Program. This is done through cooperation with, and under the auspices of the Office of the Bexar County School Superintendent under contract with the Texas Education Agency.

Specifically the responsibilities of the Director are:

1. To plan, with the cooperation of teachers, supervisors, counselor, representatives of the Bexar County Superintendent, and of the Texas Education Agency, the instructional program, the guidance program, in-service training for personnel, and all other educational activities, in accordance with the guidelines, rules and regulations of the Texas Education Agency.
2. To arrange for the use of school facilities.
3. To obtain adequate material and supplies for the operation of the program.
4. To prepare and conduct a promotional program to bring to the attention of the community that such educational opportunities are available and to advise them how to take advantage of the program.
5. To locate, interview, and recommend for employment all teachers and other personnel.
6. To prepare guidelines in accordance with local policy, county and state requirements, to assure an orderly and effective operation.

7. To keep such records and to make such reports as may be required.
8. To give over-all supportive assistance to every teacher, supervisor, counselor or other personnel involved in the adult education program, making himself readily available for conference and consultation on any matter.
9. To cooperate with other community agencies, including other educational institutions, in efforts to improve this program.
10. To make and implement such administrative decisions as may be necessary to the operation of the program, within the authority delegated by the superintendent. In matters of major importance the Director will confer with the Superintendent concerning the decision.
11. To keep the Superintendent fully informed through periodic and special reports concerning the total Adult Education Program.

Negative Responsibilities

1. Never interrupt the instructional activities unnecessarily nor without the permission of the teacher in charge of the classroom.
2. Never use condecension, sarcasm, nor ridicule toward anyone.
3. Never attempt to indoctrinate any student with your personal beliefs, political, moral, religious, or other. Use guidance not coercion.
4. Never dictate the student's decisions. The decisions that he reaches must be his own.
5. Never refer disciplinary problems to the counselor. Should cases of misconduct occur, the teacher should refer the student to the supervisor, who may ask the assistance of the counselor in determining the cause of the behavior, or may ask the assistance of the director if administrative action is needed.

APPENDIX VI-S

TEXAS

COMMENTS FROM MEMBERS OF THE TEACHER-TRAINER TEAMS IN REGARD TO THE IN-SERVICE TRAINING SESSIONS

Virginia D. Mannie

The weather was very inclimate today and tended to affect in some degree the interest of the group. The majority of the members entered into the discussion. Several remained on the fringe. The group appeared to be aware of the common problems of A.B.E. students. However, it was apparent that they were not familiar with the so-called hard core.

It was difficult to establish within the group an attitude of free exchange. The leaders thought the physical structure of the group might account in part for this. Feelings and attitudes remained guarded throughout most of the session. Remarks that might generate adverse feelings or emotional involvement were carefully avoided.

There was little depth of understanding or empathy displayed as members made contributions. Comments such as these were often heard:

1. "People ought to help themselves."
2. "When I'm teaching it is my duty to see that a certain amount of subject matter is taught." "I cannot do individualized teaching. I haven't the time."
3. "We spend entirely too much time talking about the past. We should spend more time looking toward the future."
4. "Those of us here are not responsible for what our forefathers did."
5. "There have always been people enslaved, oppressed and taken advantage of. This is not unique to America. Why are we always picked on."

At the close of the session several members volunteered that they had gained insight into the behavior and attitudes of many of the people they worked with.

Willetta L. Fowler

Pleasantly surprised that the inclemency of the weather did not effect attendance. Twenty-seven teachers attended. Seven teachers were in our group--four from the same school. If a wider cross section of teachers had been used, there would have been a broader range for the exchange of ideas. Most of the teachers were from the Edgewood District. Only one Negro in attendance. The group leader wonders if only one Negro teacher ABE classes in the district?

Group was not enthusiastic as a whole. Seemed to regard the workshop as a "chore." One teacher admitted that she was only monetary value involved. Perhaps our set-up facilitated the attitude of the participants:

1. building was rather uncomfortable (cold),
2. the section to which we were assigned was not conducive for viewing; the slides were blurry and could not be read.

MAIN POINTS OF DISCUSSION

1. Group felt that they were getting "cream of crop" students and that the characteristics as outlined did not describe the average ABE student.
2. The importance of creating a climate which facilitates learning:
    a. Acceptance and recognition
    b. Informality
    c. Learner must get involved in more than viewing and listening.
3. Participants emphasized that too much pressure is being put on teaching staff to just pass students.
4. What should be the point of departure for a learning experience for an ABE student? Are teachers to be concerned with person or subject matter?
    a. Position A--begin with people where they are and move them toward the goal.
    b. Position B--there is a great deal of knowledge to be learned, and this knowledge should dictate the methods and approach. Seemingly no attitudes were changed even after a long discussion.

The group leader will suggest intergration of group-leader teams.

Bob Aaron

Since this was the first session, it was understandable that there existed some lack of organization in the groups. However, I felt that a great deal of the confusion was due to the package itself. It is somewhat confusing particularly in the Introductory lesson.

We were able to elicite discussion from the group; however, it was mainly on a superficial plane and not really to the "heart of the matter." The group seemed reluctant to discuss their personal feelings about the prejudice they have experienced.

A few teachers complained about the Buffy St. Marie movie as being "too harsh" on the American people (whites). I personally feel that something like this movie is absolutely necessary in order to awaken the American public into action. I do agree that it perhaps is "extreme" and sometime "one-sided," but as I said before, the time to pamper those who do not like to see what happened is over.

Since the basic purpose of the workshop is human awareness, this movie has great value in bringing about our objective. I feel that it can be used effectively with a minimum amount of alienation.

We were able to finish the first half (six tapes) of the package, with a good balance between the tapes and discussion.

Jim Falbo

Besides the two counselors, there were five people present for the first session. Three of these people had attended a workshop in San Antonio and one in New Mexico during the summer. These three people were obviously burnt-out on these type of workshops. They discussed the techniques for the whole six hours. The film "Buffy" generated about 10-minutes' discussion.

William Bentley

This program was well accepted by the group with whom Dr. Saenz and I worked. All seemed interested and most of the teachers took notes. Some of them participated very little in the discussion, however, I believe that this was due to the fact that there were two in the group who tended to dominate the discussion and at times it was difficult to control them tactfully. As discussion leaders, it was often necessary to introduce the points which we wished to make. The facilities made it difficult to hear because of the noise of other sessions being conducted at the same time. However, in spite of these problems I consider this session to be a success and believe that the second meeting will be more productive. All of the participants seemed to like the format of the presentation.

A. N. Saenz

The first reaction was the usual one--for the first thirty or forty minutes the group (all six of them) were trying to decide if we really had something worthwhile to present to them.

After the first thirty minutes or so, as we moved into Part I of the program, "Awareness of Human Needs," the group became very much interested and this enthusiasm seemed to become progressively greater as time went on.

The topic that the class seemed to enjoy the most, and they enjoyed discussing it, was the one dealing with the different approaches and strategies used to keep the ABE student interested in his work; the different methods now employed in trying to help the ABE student understand himself; also the attempts that are being made to help the student realize that he is competing against himself rather than against the group. The group spent a good deal of the discussion time exploring the different methods employed by teachers to motivate the student. They all agreed that an effort should be made by the teacher to see if the student will express an interest in learning because he wants to learn rather than because he is being bribed to learn.

Participation of students in the discussion was unusually slow at the beginning. Two of the students seemed very anxious to contribute so that our job as moderators became very important here when we attempted to get comments from the other participants without offending the two that were over-participating particularly since the contributions of these two were so good. The situation was much improved towards the end and except for one member of the group who insisted in saying "very little."

I was impressed by the unusual enthusiasm that was displayed towards the end of the session. When we announced that we had ten minutes to go one student commented, "Is it really time to go?" To me the remark was made very sincerely. This kind of reaction I do not expect from a teacher on a Saturday after a long week in the classroom day and evenings.

The presentation on the "dropouts" and the "emotional needs of adults," and the discussion of these two phases of the packet were taken rather routinely by the class as if they already were aware of these topics.

The "Buffy St. Marie" film did not seem too important to the class. They viewed it as something that was true. That the anglo had been unfair with the Indians and that it was an unfortunate part of history. Of course, other minority groups and their places in our social and cultural development, and the way that some have struggled were also discussed. One member thought that maybe the Indians are getting sufficient compensation from the federal government.

One very interesting observation that was made by one of the members of the group, I think, should be mentioned here. "This business of counseling with the ABE student is all very good" he said, "but I am not sure that I am qualified to offer much counseling and guidance and if I did have the training, when would I have the time to help them with their problems and cover their subject matter too when we have them only four hours a week?"

Reynaldo Ramirez

The first half of the awareness package was very well received by the members. Everybody contributed freely and this helped to make the day a short one. "Buffy" was well accepted and we "discussed" it for one hour and fifteen minutes. It was generally agreed that the Indians as well as other minority groups have been overlooked or ignored and that now we are trying to make up for these shortcomings.

Another item of interest was the section on the "dropout." The reasons provided by the packet were very well received and few others were introduced.

Whatever the groups' feelings were prior to our meeting I feel that they left with a better understanding of the things that the package is trying to make us aware of.

Because the partitioning of rooms and installation of restrooms, facilities had not been completed, the inconvenience was considerable and the teachers voiced this in their evaluations as a weakness of the program. However, the materials in the "package" and the presentations by the counseling teams were given favorable endorsement by the teachers.

Virginia D. Mannie

This group was the most contributing of the three. Several members were aged teachers who had worked in the Literacy Council Movement and ABE for years. These were, from all indications, very committed workers, as well as very informed teachers concerning the behavior attitudes and practices of ABE students.

In part of Unit II (especially involving "Buffy") it was difficult to get open and honest comments concerning what the group members really thought and felt. The members tended to guard against the exposure of true feelings, resorting to shrugging shoulders, smiling, and unintelligible murmurs.

One member broke the trend by making defensive comments such as, "This film does not altogether portray truth." "I see no need for us to discuss how the White man treated the Indian or any other minority group."

"The important point is that now we see the error of our way and have turned from it." The group leaders at this point attempted to clarify the goal.

The discussion continued as more members became involved. The group often became bogged down in teacher techniques and personal feelings. Re-direction and rephrasing of group goals was often demanded of the group leaders.

Members were very critical of statistics used in the package. A large amount of time was spent in discussing these.

A. N. Saenz

Ethnic composition of class: two Mexican-Americans--one male, one female; six Anglo-Americans--two males, four females.

IMPRESSIONS

Unlike the first group that we had, this class was quick in getting involved in the discussions. Perhaps this was because the group was larger; also because three of this group are supervisors and they seemed anxious to inquire and participate. The supervisors wanted, or at least seemed very willing, to tell the class about their experiences with ABE students and teachers since they visit the different classes in their districts.

The class expressed great interest even at the "introduction" and "background" part of the packet. They became rather enthused at statistics concerning ABE students in the different states in the region.

Again, as did the class before this one, the group seemed to like and enjoy most of the topics dealing with techniques and strategies employed in keeping the ABE students interested in his work. In other words, they wanted to spend more time in discussing the different methods used in keeping the ABE students motivated.

The presentation on the "drop-outs" seemed more significant to this group than it did to the first class. Maybe this was because this group as a whole had more teaching experience than the first group and they seemed to know more about the problems of the ABE student.

The classes expressed great interest and enthusiasm throughout the sessions. Not one of the students seemed bored. We had very little trouble bringing about participation because they were anxious to discuss the topics in detail and at great length. Many times during the session we had to stop the discussion for the lack of time. The participation, in my opinion, was great. Except for one member, they all participated very well. One member, I think, "over-participated."

The reaction to the film was good. They all seemed to think that the Indians are justified in their resentment. During the discussion, the class was unanimous in agreeing that the Indians as well as other ethnic groups (minority groups) have suffered as a result of prejudices, and that a broader education of all ethnic groups will bring about better understanding and better relationships among all of them.

When asked what they thought about the session at the end and how they thought it could be improved, they all said they had enjoyed it very much. One member offered this comment, "I think the session was very professional and it was well planned."

Three of the members of the class insisted on discussing some of the topics after the class was dismissed. They had to be reminded that the session was over.

Reynaldo Ramirez

Session went exceptionally well. There was good class participation. The section on the "drop-out" took a great deal of the time. I believe this topic is by far the one that either the teachers know more about or they are more concerned about. Teachers seem to be interested in the awareness program.

As usual, "Buffy" was well received and very well discussed by the group.

Falbo & Fowler

Nine participants. Grouping much better than first workshop. Some of the schools represented were Emerson, Ella Austin, Language School at Kelly, and two sections of ABE classes from City Public Service.

MAIN POINTS OF DISCUSSION

1. Ways the ABE teacher could help student to deal with those initial anxieties and embarrassments which he sometimes brings to the learning situation (acceptance of the person and informality).
2. The best conditions which facilitate adult learning.
3. Need of a "true" awareness of the ABE teacher. The ABE teacher must operate in a more complicated pattern than those who work in the traditional way. Traditional meaning here--those working in helping to mold lives and the ABE teacher faces adults who have already reached maturity and have set ideas about many things.

4. Areas that adult education must be concerned with:
   a. Internal dynamics of individual.
   b. Behavior in external solutions.
   c. His ability to take membership in his societal unit.

Second Session--James Falbo

This session was much better from the first. We had ten people and we had a meeting after the first session which helped a whole lot. Although we lost three participants during the day, the session went very well.

This group was conservative and a lot of them did not take too well to some of the ideas Mrs. Fowler and I presented.

By the time of our third session January 31, the Counselor Teams had been able to make what changes they felt necessary in their presentations and were very comfortable in their role. The meetings were held in four different locations in the city. Southwestern sector at South San Antonio High School with six teachers attending; Southeastern sector at Salado Elementary School with six teachers attending; Northeast sector at MacArthur High School with six teachers attending; and downtown sector at the Gibbs Building with eight teachers attending. The teachers involved represented South San Antonio, East Central, Northeast, Northside, and Alamo Heights School Districts and the CEP-MDTA-ABE Program.

Comments of the Counselors regarding these sessions follow:

Meeting III--Virginia D. Mannie

The group met late but developed into a very dynamic group. Located in a predominately rural locality gave these members a rather different view of the content of the package. The general concensus was that the information was not descriptive of the needs, behavior, etc. of most of these students. They had no hard core students neither did they have any significant number of families below the National poverty level.

There was a tremendous amount of exchange among members of this group. Many became quite emotionally involved. It was interesting to note that the majority felt the need to resolve their emotional commitment in favor of intellectual commitment.

Members were extremely concerned about the pre-test and spent double the time designated to complete it. No amount of comment seemed to assure them that they were not being rated or scored in any way. We finally had to continue, leaving the test unfinished.

Timing of this meeting was, I feel, to our disadvantage. Members had attended three other sessions during the week at Memorial. (English a Second Language and Cultural Awareness). Several members felt they had heard enough about the Mexican-American Culture. In the response we simply asked members to restate our goal. We spent a good deal of time pulling together ideas in order to develop relationship.

Much discussion was centered around statistics. Members doubted the authenticity of many of the figures referred to in Units I and II.

This was by far the best group we have had. They were most willing to talk and much was brought into the open. The Buffy St. Marie movie worked quite well this time.

Also something I did not mention in the previous evaluations, we used the overhead projector with this session. The transparencies are much better than the slides. Slides are difficult to see and too dark in some places so that the wording is completely unreadable.

I totally enjoyed this group. We had a wide range of feeling and cultures and were able to share these feelings in an open manner. Most worthwhile.

Willetta L. Fowler

Ten teachers employed in school. Eight attended workshop. Entire sixth floor is being used. Classrooms quite impressive. Work of students was exhibited on bulletin boards. Language lab is presently being installed.

The group was well informed, rather dynamic and loquacious. These teachers are proud or cocky (leader has mixed emotions) about their unique set-up. In that, they do not have to be concerned with many of the problems that the "ordinary" ABE teachers are faced with:

1. Absenteeism--if a student is absent three days, a tracer is sent to the student's home. Only two of the eight teachers make a direct personal appeal to student.
2. Thirteen agencies are used as referrals, therefore relieving them of having to help the ABE student solve many of his problems. Even transportation to and from the agency is provided for the student.
3. Teachers have no worry of delivering to an "empty" classroom because the stipend paid to students serves as a coercive incentive.

Students are recruited by TEC. They attend classes six hours a day for eight weeks. Most of the students are from "hard core" rather than the "cream of the crop." Students sent by the agency are paid a stipend, therefore, the drop-out problem is practically eliminated. Securing a job seems to be the main motivation. Unlike national figures, there are more male enrollees than female.

Group suggested that Language Problems be added to list--Areas of Difficulty. Drop-outs--low percentage. However, those that drop out do so because of financial problems (the stipend is not enough to cover a large family's expenses).

Teachers exceedingly proud that 91% of students from the advanced level class pass the GED.

I have to rate this session as the best of the four. Eight people were present. At the beginning these people were saying that they had "hard core" students in their class and that they did not have the problems that other ABE teachers had. By the end of the session we had them saying they had the cream of the crop and that their problems were just as big as other teachers.

William Bentley

This workshop was held at South San Antonio High School with a group of ABE teachers from this district. The facilities were excellent and contributed to a most pleasant experience. The participation was excellent, more uniform than in previous sessions. This increased participation could have been the result of improved facilities with no interference from other groups, teachers who had more nearly the same length of experience, more effective presentation and direction on the part of the leaders gained from prior experience with the same material, or from a combination of the factors. I believe that this was the most effective of the sessions to date.

EVALUATION OF ABE WORKSHOP TRAINING SESSION JANUARY 24, 1970

This workshop was with a group of teachers from the San Antonio School District. After some delay in starting, the morning session went very well. There was much better participation on the part of most all of the teachers than in the previous group. Due to the lengthy discussions at most of the scheduled stops, it was difficult to keep on the time schedule and we lacked about thirty minutes reaching the point in the program where we had planned to be at the close of the session. However, I believe that each one enjoyed and profited from the discussion periods. The same noisy condition hendered the presentation but this has been corrected for future meetings. I believe that this will greatly improve the quality of the presentation and effectiveness of the study.

A. N. Saenz

The third class met on January 31, 1970, at the South San Antonio High School.

The ethnic composition of group: five Mexican-Americans--two males, three females; one Anglo-American--one female.

IMPRESSIONS

The class taken as a whole has been the youngest group we have had--average age about 28. Also, the teaching experience in ABE has been the least of any group. Perhaps it was because of these reasons that the group has been the most eager and anxious to learn class we have had so far.

From the very beginning, even at the introduction, the class showed quite a good deal of interest and a great desire to learn and discuss the problems of the ABE student.

The student participation of the class was excellent, and for the first time, we had a group where all the members participated more or less equally. They all seemed anxious and very willing to make some contributions to the group although their contributions were very good, this class proved to be the most "inquiring" of all the classes. They had their questions and they wanted answers.

The film proved to be a great topic for this group. They ran out of time discussing the plight of the American Indian and the problems of other minority groups. Again, the students enjoyed the topic on techniques used in keeping the student motivated. The group agreed that proper attitudes of the teachers and a good understanding of the cultural, social, and educational problems, or background of the ABE student is important in keeping the ABE student in school. The most effective teacher, they thought, would be one that would take an interest in the student's problems and would discuss the problems with them as much as time would allow.

At the end of the session, the students were asked to make comments as to how the presentation could be improved. They thought the session had been well planned.

One student remarked, "this is the best organized set of materials that I have had the pleasure to witness in a long time."

APPENDIX VI-T

TEXAS
SAMPLES OF EVALUATION FORMS
COMPLETED BY PARTICIPANTS
OF THE BEXAR COUNTY IN-SERVICE
TRAINING SESSIONS

EVALUATION
IN-SERVICE WORKSHOP

Please consider the activities and presentations of the workshop and review the strengths and weaknesses.

Strengths

The strength of the workshop is that it attempts to show you how you can best help and serve the ABE student. It tries to point out how to recognize the basic characteristics of the ABE student and how we, as teachers, can best reach them.

Weaknesses

I think the main weakness is that it tries to present too much material at the same time. Another weakness is the facilities in which the workshop was held--there were too many distractions.

What Recommendations Do You Have?

Cut down on the material covered; improve facilities; have the coordinators speak more on materials covered.

Do You Honestly Believe that as a Result of this Workshop You Will Be a More Effective Teacher?

Yes. In a way it makes me realize the problems that ABE students have when they attempt to go back to school. It makes me more understanding.

EVALUATION

IN-SERVICE WORKSHOP

Please consider the activities and presentations of the workshop and review the strengths and weaknesses.

Strengths

The meeting I attended was well planned, very effective and enlightening. The use of slides for this demonstration made it very interesting and the information presented was clear and informative. We had an opportunity to discuss our problems and successes from which I believe everyone profited.

Weaknesses

As far as the program presented I don't believe it could have been better, but the place of this meeting on this particular day was most inadequate--very cold.

What Recommendations Do You Have?

None.

Do You Honestly Believe that as a Result of this Workshop You Will Be a More Effective Teacher?

Yes. Because I became aware of the problems of the students involved in ABE, here and in other communities, and had the opportunity of listening to some solutions suggested which are well worth trying.

EVALUATION

IN-SERVICE WORKSHOP

Please consider the activities and presentations of the workshop and review the strengths and weaknesses.

Strengths

We were made to realize again the large percent of people in our state who are lacking a decent education. It is good to be reminded once in a while that we are contributing to the betterment of our community.

Weaknesses

Too much emphasis on segregation. At times, and I believe this was one of the times, we make things worse by talking about them. If the aim of the workshop was to make us more efficient teachers, I don't understand why this issue had to be the main topic of the day. Helping us in making our students better prepared would be a more positive approach with possibly much better results.

What Recommendations Do You Have?

If some more constructive and practical hints could be given as to what are more effective ways of teaching adults, maybe someone with experience in the field could give some good tips.

Do You Honestly Believe that as a Result of this Workshop You Will Be a More Effective Teacher?

No. I am aware of certain prejudices, but pointing these out to a group of teachers, the majority of whom belong to the so-called minority group, does not seem to be of help in becoming a more effective teacher.

EVALUATION

IN-SERVICE WORKSHOP

Please consider the activities and presentations of the workshop and review the strengths and weaknesses.

Strengths

The teachers holding the workshop were very well educated. They were aware of the problems and were prepared to deal with them. They were very friendly.

Weaknesses

The workshop never got off the ground. It was boring and did not relate to teaching adults at all. Most of the teachers attending my group taught during the day and they discussed problems pertaining to young students. The rest of the time was spent discussing racial problems. It was a waste of time to me.

What Recommendations Do You Have?

That problems be discussed concerning the adult student and that each teacher be asked what she is doing to alleviate the different problems. We cannot elliminate them completely, but ideas should be brought out to try to solve part of them.

Do You Honestly Believe that as a Result of this Workshop You Will Be a More Effective Teacher?

No. I felt that we were not getting to the root of any problem at the workshop. We just skimmed the surface. Maybe a few more meetings would help bring about more awareness of what is needed.

Section VII

Projection to FY 1971

PROJECTION TO FY 1971

BACKGROUND

For the past two years, The University of Texas at Austin has been operating, within the Office of Education Region VI, an extensive guidance and counseling project in Adult Basic Education. Source of the funds has been Section 309(b) of the Adult Education Act of 1966. Personnel in the five states of Region VI–Arkansas, Louisiana, New Mexico, Oklahoma, and Texas–have been actively gathering and compiling information and data for the central project staff at The University of Texas.

The first year of the project devoted itself to three primary functions:

1. Determining the status of Adult Basic Education within Region VI, pinpointing specific major problems
2. Determining each state's optimum operating potential relative to guidance and counseling in the Adult Basic Education programs
3. Designing and producing a package of materials for utilization by all states in Region VI in the training of teachers in Adult Basic Education guidance and counseling

The second funded year was an application of the findings of the first year, in that each state set up two pilot centers (for a total of 10 within the region) to implement, on a detailed basis, the projection reports of the first year. As a means of achieving maximum results in the pilot programs, the states relied heavily on the teaching materials produced from the first year of the project. The primary purpose of the pilot centers was to determine the methods and techniques most effective and efficient in installing guidance and counseling in Adult Basic Education programs.

Additionally, during the second year there was a major effort to "expose" all Adult Basic Education teachers to the training program developed in the first year of the project, with more than 3,500 teachers trained by the close of the project.

Woven throughout the entire two years of the project has been a specific effort on the part of the states, with the assistance of The University of Texas, to develop a systematic and integrated plan for the future of Adult Basic Education, focusing on a total effort in guidance and counseling as a major vehicle for success. As part of the planning effort, one major university in each state has assigned a faculty member specifically to the project.

A total of 25 persons have been associated directly with the project for the past two years. During that period of time, these persons specifically and other Adult Basic Education personnel generally have developed a vast amount of information and expertise.

PROJECTION

It is this new information and expertise with which we begin the third year of the project. Statistics, materials, reports, and new knowledge relative to the overall Adult Basic Education program have been developed during the past two years' effort.

During this year, we will continue the communication of information, which the project *has already generated*. We hope to continue progress in the coordination of other programs related to the Adult Basic Education type of clientele with the guidance and counseling concepts the project has developed to date. Concepts and techniques developed by the project are not limited in their applicability solely to guidance and counseling within Adult Basic Education programs. Rather, they represent new knowledge which could be applied with equal force to *any* program dealing with an ABE type of clientele. The needs of illiterate adults in terms of understanding, guidance, and counseling are unique and pressing.

While the past two years of the project have focused attention primarily on the teacher—although not totally ignoring the counselor—during the third year the program will begin to concentrate on and develop further the counselor and counseling aspects of the program.

During the past two years, the project has realized significant achievements and has helped generate widespread enthusiasm. ABE educators in the five states agree that for the first time since its inception, Region VI ABE is orienting itself *as a unit* toward a specific task. States are now cooperating and supporting each other in a unified effort to forward the cause of Adult Basic Education. It is the aim of the third year of the guidance and counseling project to foster this united effort and push it to even higher goals. The specific objectives set forth for FY 1971 are noted below.

OBJECTIVES

1. To develop a film (or series of films) depicting the role and function of guidance and counseling in the Adult Basic Education program.
2. To refine, revise, and change, as indicated by two years of evaluation, the teacher-training program for guidance and counseling awareness.
3. To refine, revise, and change, as indicated by summer training evaluation, the counselor-orientation training package.
4. To develop a suggested curriculum program, at the university level, for the preparation of counselors to cope with illiterate adult clients.
5. To develop a national system of disseminating all information gathered during the previous two years of the project.
6. To combine the individual teacher and counselor kits into a third program which could be utilized for training sessions where teachers and counselors are combined in one group.
7. To continue the counselor training program to reach *all* counselors in ABE Region VI.

We are confident that these objectives will be met and perhaps expanded during FY 1971.

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on Adult Education